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ABSTRACT

This preliminary draft of instructional materials for an English curriculum offering vocational preparation focuses on grammar concepts, selected vocational English topics, and the use of resource materials. The unit plans contain general and specific behavioral objectives, student activities, and teaching procedures. Information sheets, student worksheets, tests, and answer keys are provided. Transparencies are given, as well as a sample vocabulary list. The appendixes include a wide range of sample unit plans, dealing mainly with spelling and punctuation. An extensive reference list for communication skills completes the materials, developed at a workshop funded by the Education Professions Development Act. (AG)

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INSTRUCTIONAL MATERIALS

VOCATIONAL RELATED ENGLISH

prepared at

THE TRAINING INSTITUTE FOR TEACHERS OF THE HANDICAPPED

Southeastern State College
Durant, Oklahoma

July 5-16, 1971

under the direction of

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PRELIMINARY DRAFT

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Capitalization
UNIT I

Terminal Objective

After completion of this unit of instruction, the student should be able to apply the rules of capitalization. This knowledge should be evidenced to the satisfaction of the instructor.

Specific Objectives

After completion of this unit of instruction, the student should be able to apply the rules of capitalization.

1. The first word in a sentence and the first word in a direct quotation.
2. The words I and O.
3. The words referring to the Diety.
4. The first word and all important words in titles of books.
5. The first word of each line of Poetry.
6. The first word in the complimentary close.
7. The names of countries, languages, and nationalities.
8. The names of the days of the week, the months of the year, and special days.
9. Proper nouns, proper adjectives, and initials and abbreviations of proper nouns.
10. The names of buildings.
11. The names of firms.
12. Important words in the salutation
13. Names of rivers, oceans, seas, lakes, bays, gulfs, and mountains.
14. The word president when it refers to the President of the United States.
15. Names of streets.

Capitalization
UNIT I

Suggested Activities

I. Instructor:

A. Provide students with objective sheets.

B. Provide students with information sheets.

C. Discuss objectives with students.

D. Discuss information sheets.

E. Give test.

II. Student:

A. Read objective sheets.

B. Study information sheets.

C. Complete assignment sheets.

D. Take test.

Instructional Materials

I. Provided in this unit:

A. Objective sheet

B. Information sheet

C. Assignment sheets #1, #2, #3

D. Answers to assignment sheets

II. References:

A. Walsh, J. Martyn, Walsh, Anna Kathleen, Plain English Handbook, Wichita, Kansas, McCormick-Mathers Publishing Company, Inc.

B. Carlin, Jerome, Holder, Glenn, and Christ, Henry I. English on the Job Book 2, Globe Book Company, Inc.; New York, N.Y. 10010

Capitalization
UNIT I

Information Sheet

Capital letters are used for the following:

1. The first word in a sentence and the first word in a direct quotation.
2. The words I and O.
3. The words referring to the Diety.
4. The first word and all important words in titles of books.
5. The first word of each line of poetry.
6. The first word in the complimentary close.
7. The names of countries, languages, and nationalities.
8. The names of the days of the week, the months of the year, and special days.
9. Proper nouns, proper adjectives, and initials and abbreviations of proper nouns.
10. The names of buildings.
11. The names of firms.
12. Important words in the salutation.
13. Names of rivers, oceans, seas, lakes, bays, gulfs, and mountains.
14. The word president when it refers to the president of the United States.
15. Names of streets.

Capitalization
UNIT I

Assignment Sheet #1

A. In the following sentences underline each letter that should be capitalized:

1. mary is beautiful.
2. my sister reads good housekeeping.
3. begin each sentence with a capital letter.
4. john, james, and henry are brothers.
5. mr. and mrs. williams were with james c. black.
6. ruth and i are neighbors.
7. albert einstein was exiled from germany by adolph hitler.
8. november 11, 1918, was a great day in america.
9. dr. w. t. little is o. h. miller's uncle.
10. the president of the united states spoke today.

4/5

Capitalization
UNIT I

Assignment Sheet #2

I. In the following exercise, draw a line under each letter that should be capitalized.

1. history and english are my favorite subjects.

2. the declaration of independence was signed july 4, 1776.

3. glaciers are found in the rocky mountains, the alps mountains, and the andes mountains.

4. janice, do you like the story of hercules?

5. earth changes, but thy soul and god stand sure.

6. it was sunday, october 18, and the fall weather was beautiful.

7. neither my aunt nor my father had anything to say to captain williams.

8. the poem "wynken, blynken and nod" by eugene field is pure nonsense, but children like it.

9. the republicans and democrats are names of two political parties.

10. i attended thomas a edison grammar school.

Capitalization
UNIT I

Assignment Sheet #3

Write 10 sentences using correct capitalization.

Answers to assignment sheet # 3 will vary.

Capitalization
UNIT I
Answers to Assignment #1

A. In the following sentences underline each letter that should be capitalized.

1. mary is beautiful.

2. my sister reads good housekeeping.

3. begin each sentence with a capital letter.

4. john, james, and henry are brothers.

5. mr. and mrs. williams were with james c. black.

6. ruth and i are neighbors.

7. albert einstein was exiled from germany by adolph hitler.

8. november 11, 1918, was a great day in america.

9. dr. w. t. little is o. h. miller's uncle.

10. the president of the united states spoke today.

10/11

Capitalization
UNIT I
Answers to Assignment Sheet #2

A. In the following exercises draw a line under each letter that should be capitalized.

1. history and english are my favorite subjects.

2. the declaration of independence was signed july 4, 1776.

3. glaciers are found in the rocky mountains, the alps mountains, and the andes mountains.

4. janice, do you like the story of hercules?

5. earth changes, but thy soul and god stand sure.

6. it was sunday, october 18, and the fall weather was beautiful.

7. neither my aunt nor my father had anything to say to captain williams.

8. the poem " wynken, blynken and nod" by eugene field is pure nonsense, but children like it.

9. the republicans and democrats are names of two political parties.

10. i attended thomas a. edison grammar school.

Capitalization
UNIT I
Test

A. Write a sentence of your own showing the use of capital letters for each of the following:

1. Name of your community or town.

2. Name of the superintendent of your school.

3. Name of your teacher.

4. Name of an American hero.

5. Name of a river; mountain.

6. Name of an interesting American city.

7. Name of your favorite book.

8. Name of your favorite holiday.

Capitalization
UNIT I
Answers to Test

A. Write a sentence of your own showing the use of capital letters. (Answers will vary.)

1.

2.

3.

4.

5.

6.

7.

8.

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Verbs
UNIT II

Terminal Objective

After completing this unit, a student should be able to define and recognize a verb. He should be able to distinguish between a verb of action and a verb of being. This knowledge should be evidenced to the satisfaction of the instructor.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. Define a verb.
2. Recognize and underline state of being verbs and verbs of action.
3. Distinguish between verbs of action and verbs of being.
4. Write sentences using state of being words.
5. Write sentences using action words.

Verb
UNIT II

Suggested Activities

I. Instructor:

A. Provide student with objective sheets.

B. Provide student with information sheets.

C. Discuss objectives with students.

D. Discuss information sheets.

E. Give test.

II. Student:

A. Read objective sheets.

B. Study information sheets.

C. Work assignment sheets.

D. Take test.

Instructional Materials

I. Provided in this unit:

A. Objective sheet

B. Information sheet

C. Assignment sheets: 1, 2, 3, 4, 5, 6

D. Answers to assignment sheets

E. Test

F. Answers to test

Verb
UNIT II

Information Sheet

I. Terms and definitions

A. A verb is a word that expresses action, being, or state of being.

B. Every sentence must have at least one word that shows action or state of being.

II. Kinds of verbs

A. A word that shows action is a doing verb.

B. Being verbs are often called linking verbs, that sometimes join a subject to a predicate noun, a predicate pronoun, or a predicate adjective.

1. Any form of the verb "to be"

Examples: She <u>is</u> my sister.
The girl <u>is</u> pretty.
We <u>are</u> officers of our club.
The boys <u>were</u> busy.
It <u>was</u> I.

2. Verbs which seem to pertain to the five senses

Examples: The rose <u>smells</u> sweet.
The milk <u>tastes</u> sour.
The note <u>sounds</u> flat.

3. Verbs of condition

Examples: The cake <u>seems</u> dry.
The bud <u>becomes</u> a flower.
He <u>appears</u> friendly.

Verb
UNIT II

Assignment Sheet #1

1. Define a verb.

2. Underline the verbs in the following sentences.

   a. We enjoyed swimming in the lake yesterday.

   b. The pupils have learned many new science facts.

   c. This is a delicious pie.

   d. Dad and I painted the barn.

   e. We shall visit many foreign countries on our trip.

   f. The Norwegians seem very friendly.

   g. Susie had chosen a beautiful dress for the dance.

   h. The pupils take dictation from the teacher.

Verb
UNIT II

Assignment Sheet #2

From the following sentences, select the action verbs and place answer in blank at end of each sentence.

1. The boys have been running races. _____

2. Helen and Jane rushed to the door. _____

3. John was eating the apple during the class recitation. _____

4. All the pupils dressed for physical education. _____

5. Jane is a studious person. _____

6. The pupils were late for class. _____

7. The candy could have a better taste. _____

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Verb
UNIT II

Assignment Sheet #3

In the following sentences: Underline the verbs of being.

1. The colors of the rainbow are beautiful.
2. James has been riding his pony.
3. Father was anxious for his mother's return.
4. They wildly cheered the winning team.
5. The room was too warm.
6. Every day has been cool and comfortable.
7. They were suggesting games for the social.
8. Three boys came late to class.
9. Where have you laid your books?
10. Is she your aunt from England?

24/25

Verb
UNIT II

Assignment Sheet #4

Write 10 sentences using verbs of action.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Verb
UNIT II

Assignment Sheet #5

In the following sentences: Circle the state of being verbs.

1. Snow is white.
2. The dog slept on the back porch.
3. He jumped over the hedge.
4. Where is my notebook?
5. Mary and Jane are my sisters.
6. John walked home.
7. They were late.
8. The cake was good.
9. Charles dropped his books.
10. They read the play together.

Verb
UNIT II

Assignment Sheet #6

Distinguish between action words and state of being words. Place one line under the action words. Place two lines under the state of being words.

1. John was mowing the grass.

2. The evening sunset is beautiful.

3. The parents were sitting under the shade trees.

4. I shall be in New York City in two or three weeks.

5. Jane and Mary have several dolls.

6. Everyone was unhappy because he was too late for the program.

7. The pupils were ready for their class.

8. My mother was preparing for the dinner party.

UNIT II

Answers to Assignment Sheets

Assignment Sheet #1

1. A verb is a word that expresses action or a state of being.

2. a. enjoyed
   b. have learned
   c. is
   d. painted
   e. shall visit
   f. seem
   g. had chosen
   h. take

Assignment Sheet #2

1. have been running
2. rushed
3. was eating
4. dressed
5. ---
6. ---
7. ---

Assignment Sheet #3

1. are
2. ---
3. was
4. ---
5. was
6. ---
7. ---
8. ---
9. ---
10. is

Assignment Sheet #4

Sentences will vary.

Assignment Sheet #5

1. is
2. ---
3. ---
4. is
5. are
6. ---
7. were
8. was
9. ---
10. ---

Assignment Sheet #6

1. John was mowing the grass.
2. The evening sunset is beautiful
3. The parents were sitting under the shade tree.
4. I shall be in New York City in two or three weeks.
5. Jane and Mary have several dolls.
6. Everyone was unhappy because he was too late for the program.
7. The pupils were ready for their class.
8. My mother was preparing for the dinner party.

Verb
UNIT II
Test

1. Give the definition for a verb.

2. Explain the difference between an action verb and a state of being verb.

3. Write 10 verbs that show action.

a. f.

b. g.

c. h.

d. i.

e. j.

4. List 10 state of being verbs.

a. f.

b. g.

c. h.

d. i.

e. j.

5. Write 5 sentences using state of being verbs.

1.

2.

3.

4.

5.

Verb
Unit II

6. Write 5 sentences using verbs of action.

1.

2.

3.

4.

5.

Verb
UNIT II
Answers to Test

1. A verb is a word that shows action, being or state of being.

2. Verbs can express action. Often the action expressed is the kind that can be seen or heard.
   Example: The dancer leaped into the air.
   The rain pattered against the window.
   Verbs are sometimes a verb of being. Some verbs of being are am, is, are, was, and were.

3. Ten verbs that show action: (Answers will vary.)

   a. Run
   b. Jump
   c. Sew
   d. Talk
   e. Play
   f. Write
   g. Walk
   h. Swim
   i. Read
   j. Climb

4. Verbs used as state of being: (Answers will vary)

   1. is
   2. am
   3. are
   4. was
   5. were
   6. be
   7. being
   8. been

5. Write 5 sentences using state of being verbs--answers will vary.

6. Write 5 sentences using verbs of action--answers will vary.

Nouns
Unit III

Terminal Objective

After completing this unit the student should be able to define a noun. He should be able to recognize a noun. He should be able to distinguish between common and proper nouns. He should be able to select nouns from lists of words and from sentences. He should be able to write sentences using nouns. This knowledge should be evidenced to the satisfaction of the instructor.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. Define a noun.
2. Recognize a noun.
3. Distinguish between common and proper nouns.
4. Select nouns from lists of words and sentences.
5. Write sentences using nouns.

Nouns
UNIT III

Suggested Activities

I. Instructor:

A. Provide students with objective sheets.

B. Provide students with information sheets.

C. Discuss terminal and specific objectives.

D. Discuss information sheets.

E. Provide students with assignment sheets.

F. Give test.

II. Student:

A. Read terminal and specific objectives.

B. Study information sheets.

C. Work assignment sheets.

D. Take test.

Instructional Materials

I. Provided in this unit:

A. Objectives

B. Information sheets

C. Assignment sheets

1. Underlining nouns

2. Classifying common and proper nouns

3. Writing sentences with common and proper nouns

D. Answers to assignment sheets

E. Test

F. Answers to test

Nouns
UNIT III

Information Sheet

I. Definition of a noun

A noun names a person, place or thing.
Example: person; welder, man
place; shop, city
thing; hammer, book
Note: Some nouns name things you cannot see or touch.
Example: safety, honesty, heat, gas

II. Proper nouns

A. Some nouns always begin with a capital letter and name particular people, places and things.

1. person--Tim; place--Durant; thing--Department of Agriculture

B. These nouns are called proper nouns.

III. Common nouns

A. Some nouns always begin with a small letter.

1. Examples: person--mechanic
place--shop
thing--electrode

B. These nouns are called common nouns

Nouns
UNIT III

Assignment Sheet #1

I. Underline all nouns in the following list of words.

A. hammer

B. gas

C. beautiful

D. oxygen

E. bright

F. good

G. electrode

H. hot

I. goggles

J. heat

II. Underline all nouns in the following sentences.

A. Bill bought a new lawnmower.

B. The truck was in the shop.

C. The hog died by the building.

D. Many boys are enrolled in agriculture.

E. Johnny is a good welder.

F. The instructor bought a new grinder.

G. The welder has five main parts.

H. He is studying a trade.

I. There are ten types of electrodes.

J. There are three main welding positions.

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Nouns
UNIT III

Assignment Sheet #2

I. Place a C by the common nouns and place a P by the proper nouns in the list below.

A. Mr. Smith

B. teacher

C. rod

D. steel

E. gas

F. Victor

G. wrench

H. Chrysler Building

I. safety

J. fear

II. Underline the common nouns once and the proper nouns twice in the following sentences.

A. Tom fell off the roof of the shop.

B. Mr. Smith burned his hand.

C. The boys went to Oklahoma City.

D. Protect your eyes with goggles.

E. The Hampshire ate some metal.

F. The shop must be kept clean every day.

G. Bill and Sue can take agriculture, math and social studies.

H. John fixed the engine on the lawnmower.

I. He used the tools to repair the hood.

J. Safety means freedom from accidents.

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Nouns
UNIT III

Assignment Sheet #3

I. Write ten sentences using common nouns. Underline the common nouns.

II. Write five sentences using proper nouns. Underline the proper nouns.

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Nouns
UNIT III

rs for Assignment sheet #1

I. A. hammer

B. gas

D. oxygen

G. electrode

I. goggles

J. heat

II. A. Bill, lawnmower

B. truck, shop

C. hog, building

D. boys, agriculture

E. Johnny, welder

F. instructor, grinder

G. welder, parts

H. trade

I. types, electrodes

J. positions

rs for Assignment sheet #2

I. A. P

B. C

C. C

D. C

E. C

F. P

G. C

H. P

I. C

J. C

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Nouns
UNIT III

II. A. Tom, roof, shop

B. Mr. Smith, hand

C. boys, Oklahoma City

D. eyes, goggles

E. Hampshire, metal

F. shop, day

G. Bill, Sue, agriculture, math, social studies

H. John, engine, lawnmower

I. tools, hood

J. Safety, freedom, accidents

Answers for assignment sheet #3

I. Answers will vary

II. Answers will vary

Nouns
UNIT III
Test

I. Write the definition of a noun.

II. Underline the nouns in the following list of words.

A mallet

B. air

C. beautiful

D. mixture

E. bright

F. good

G. rod

H. hot

I. lens

J. heat

III. Underline all the nouns in the following sentences.

A. Bill bought a new lawnmower.

B. The welding machine has five main parts.

C. The instructor bought a new grinder.

D. Many boys are enrolled in agriculture.

E. Johnny is a good welder.

IV. Place a C by the common nouns and a P by the proper nouns in the list below.

A. Mr. Smith ___

B. teacher ___

C. steel ___

D. James ___

E. Bob ___

V. Underline the common nouns once and the proper nouns twice in the following sentences.

A. Mr. Sparks burned his leg.

B. The Hampshire won a blue ribbon at the fair.

C. He used the tools to repair the pump.

D. John fixed the engine on the tiller.

E. Protect your eyes with glasses.

VI. Write five sentences using common nouns.

A. _____

_____

B. _____

_____

C. _____

_____

D. _____

_____

E. _____

_____

VII. Write five sentences using proper nouns.

A. _____

_____

B. _____

_____

C. _____

_____

D. _____

_____

E. _____

_____

Nouns
UNIT III
Answers to Test

Note: Answers should correspond as near as possible to the information on the information sheets.

I. A noun names a person, place or thing.

II. A.

B.

D.

G.

I.

J

III. A. Bill, lawnmower

B. machine, parts

C. instructor, grinder

D. boys, agriculture

E. Johnny, welder

IV. A. P

B. C

C. C

D. P

E. P

V. A. Mr. Sparks, leg

B. Hampshire, ribbon, fair

C. tools, pump

D. John, engine, tiller

E. eyes, glasses

Pronouns
UNIT IV

Terminal Objective

After completion of this unit of instruction, the student should be able to define a pronoun and a personal pronoun. He should be able to name and classify personal pronouns. This knowledge should be evidenced to the satisfaction of the instructor.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. Define a pronoun.
2. Define a personal pronoun.
3. List the subject forms of personal pronouns.
4. List the object forms of personal pronouns.
5. List the possessive forms of personal pronouns.
6. Classify personal pronouns as subject, object, or possessive pronouns.

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Pronouns
UNIT IV

Suggested Activities

I. Instructor:

A. Provide students with objective sheet.

B. Provide students with information sheet.

C. Discuss terminal and specific objectives.

D. Discuss information sheet.

E. Provide students with assignment sheets.

F. Give test.

II. Student:

A. Read terminal and specific objectives.

B. Study information sheet.

C. Work assignment sheets.

D. Take test.

Instructional Materials

I. Provided in this unit:

A. Objectives

B. Information sheet

C. Assignment sheets

D. Answers to assignment sheets

E. Test

F. Answers to test

Pronouns
UNIT IV

Information Sheet

I. Definitions

A. Pronoun--a word that is used to take the place of a noun.

Note: a pronoun may be singular or plural.

B. Personal pronoun--takes the place of a definite person or thing.

II. Subject forms of personal pronouns.

A. Subject forms

1. I
2. He
3. She
4. We
5. They
6. It (Note: It may also be object form.)
7. You (Note: You may also be object form.)

B. Object forms of personal pronouns.

1. Me
2. Him
3. Her
4. Us
5. Them
6. It (Note: It may also be object form.)
7. You (Note: You may also be object form.)

C. Possessive forms of pronouns.

1. My, mine
2. Your, yours
3. His
4. Her, hers
5. Its
6. Our, ours
7. Their, theirs

Note: Remember that its and theirs are pronouns and do not contain apostrophes, while it's and there's are contractions and do contain apostrophes.

Pronouns
UNIT IV

Assignment Sheet #1

From the following list identify the subject, object and possessive forms of the personal pronouns. From the words below mark an S for subject forms, O for object forms, and P for possessive forms.

1. _____ I
2. _____ me
3. _____ he
4. _____ him
5. _____ mine
6. _____ she
7. _____ his
8. _____ they
9. _____ we
10. _____ us

Underline the correct pronoun in parentheses. Mark each pronoun as S for subject, O for object, P for possessive.

1. (He, Him) removed all the grease, dirt and rust before painting the trailer.
2. (He, Him) and (I, me) filled the nail holes with plastic wood.
3. (Us, We) removed all loose paint with the wire brush.
4. Joe is finishing (his, him) drawing now.
5. (I, Me) painted that metal rack.

6. (They, Them) removed all traces of wax with terpentine.

7. John told (their, them) secret about painting.

8. (They, Them) must sand with the grain.

9. (Me, I) did this job.

10. (We, Us) applied varnish over paint.

Pronouns
UNIT IV

Assignment Sheet #2

Underline correct form.

1. Joe and (I, me) work after school at a service station.
2. (Him and I, He and I, Him and me) washed the pickup.
3. Between you and (I, me), we did a good job.
4. The customer was pleased with (its, it's) clean windows.
5. The customer asked (we, us) to rotate the tires.
6. (We, us) also checked the oil.
7. (He, him) was happy with our work.
8. We delivered the pickup for (he, him).
9. The owner was also pleased with (us, our) work and gave (us, we) a raise in salary.
10. The man wanted (we, us) to wash (his, his') wife's car and deliver it to (she, her).

Pronouns
UNIT IV
Answers to Assignment Sheet #1

1. S
2. O
3. S
4. O
5. P
6. S
7. P
8. S
9. S
10. O

1. He - S
2. He - S I - S
3. We - S
4. his - P
5. I - S
6. They - S
7. Their - P
8. They - S
9. I - S
10. We - S

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Pronouns
UNIT IV

Answers to Assignment Sheet #2

1. I
2. He and I
3. me
4. its
5. us
6. We
7. He
8. him
9. our, us
10. us, his, her

Pronouns
UNIT IV
Test

1. Write the definition of a pronoun.. _____

_____

2. Write the definition of a personal pronoun. _____

_____

3. List the subject forms of personal pronouns.

1. _____ 3. _____ 5. _____ 7. _____

2. _____ 4. _____ 6. _____

4. List the object forms of personal pronouns.

1. _____ 3. _____ 5. _____ 7. _____

2. _____ 4. _____ 6. _____

5. List the possessive forms of personal pronouns.

1. _____, _____ 5. _____

2. _____, _____ 6. _____, _____

3. _____ 7. _____, _____

4. _____, _____

6. In the pronouns listed below, identify the personal pronouns. Mark an S before the subject pronouns, O before the object pronouns and P before the possessive pronouns.

_____ A. my _____ E. him _____ I. yours

_____ B. we _____ F. her _____ J. your

_____ C. theirs _____ G. it

_____ D. them _____ H. us

7. In the following sentences, underline the correct pronoun. Place an S over the subject pronouns, O over the object pronouns, and a P over the possessive pronouns.

A. (He and I), (Me and Him) fed the hogs.

B. Mr. Smith gave the rods to (me, I).

C. Bob bought a trough for (his, them) sheep.

D. (My, Mine) paint was too thick for (their, there) spray gun.

E. (She and I), (Me and Her) planted the small trees by the shop.

Pronouns
UNIT IV
Answers to Test

1. A pronoun is a word used to take the place of a noun

2. A pronoun is a word used to take the place of a definite person or thing

3. I, She, They, You, He, We, It (Note: any order is suitable.)

4. me, us, you, him, them, her, it (Note: any order is suitable.)

5. my, mine
   your, yours
   his
   her, hers
   its
   our, ours
   their, theirs

6. A. He and I S, S

   B. me O

   C. his P

   D. My, their P, P

   E. She and I S

Pronouns

UNIT V

Terminal Objective

After completion of this unit of instruction, the student should be able to select the correct form of pronoun as required by its use in the sentence. He should be able to write sentences using pronouns. This knowledge should be evidenced to the satisfaction of his instructor.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. When given ten sentences, select the correct form of personal pronouns as required by the pronoun's use in the sentence.

2. Write ten sentences using subject form pronouns as subjects of a sentence.

3. Write ten sentences using object form pronouns as direct objects of action verbs.

4. Write ten sentences using object form pronouns as indirect objects of action verbs.

5. Write ten sentences using object form pronouns as objects of prepositions.

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Pronouns
UNIT V

Suggested Activities

I. Instructor:

A. Provide student with objective sheets.

B. Provide students with information sheet.

C. Discuss objectives with students.

D. Discuss information sheet.

E. Provide students with assignment sheets.

F. Give test.

II. Student:

A. Read objective sheets.

B. Study information sheet.

C. Complete assignment sheets.

D. Take test.

Instructional Materials

I. Provided in this unit:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. #1--
2. #2--
3. #3--
4. #4--
5. #5--

D. Answers to assignment sheets

E. Test

F. Answers to test

Pronouns
UNIT V

Information Sheet

I. For the subject of a sentence, use one or more of the nominative, or subject pronouns: I, you, he, she, it, we, or they. The nominative forms are also used after forms of the verb to be.

Example: 1. He is a good painter.
2. It was in the locker.
3. It was he.

Note: When using one or more nouns or pronouns with the pronoun I, place the pronoun I last.

Example: He and I are going to shop class.
Bob and I are going to the fair.

II. When a pronoun is used as the direct object in a sentence, use one of the object pronouns: me, you, him, her, it, us, or them.

Example: 1. John invited me to be in the welding class.
2. We saw him and her in the classroom.

Note: When using one or more nouns or pronouns with the pronoun me, place the pronoun me last.

III. When a pronoun follows a preposition in a sentence, use one of the object pronouns: me, you, him, her, it, us, or them.

Example: 1. Will John go with Bill and me?
2. We received a gift from him and her.

Note: When using two or more pronouns after a preposition, to decide which forms to use, read the sentence with one pronoun at a time.

Example: 1. The project is for (he or him) and (I or me).
a. The project is for him (not he).
b. The project is for me (not I).
C. The project is for him and me.

Pronouns
UNIT V

Assignment Sheet #1

I. Underline the personal pronouns in the following sentences and tell how each is used.

Example: The boys and I went to school. Subject

A. It was our class in the shop. _____

B. We saw two ground hogs in a field. _____

C. He gave the fuel pump to me. _____

D. I am going with them. _____

E. They gave the keys to him. _____

F. She made me the apron. _____

G. Give her the material. _____

H. Give it to us. _____

I. I saw him yesterday. _____

J. We will meet John and him. _____

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Pronouns
UNIT V

Assignment Sheet #2

I. Write ten sentences using subject form pronouns as subjects of the sentences.

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

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Pronouns
UNIT V

Assignment Sheet #3

I. Write ten sentences using object form pronouns as a direct object.

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

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Pronouns
UNIT V

Assignment Sheet #4

I. Write ten sentences using object form pronouns as indirect objects.

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

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Pronouns
UNIT V

Assignment Sheet #5

I. Write ten sentences using object form pronouns as objects of prepositions.

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

Pronouns
UNIT V
Answers to Assignments Sheets

1.	A.	S	It	(Our-possessive)
	B.	S	We	
	C.	S O.P.	He - me	
	D.	S O.P.	I - them	
	E.	S O.P.	They - him	
	F.	S I.O.	She - me	
	G.	I.O.	her	/You (understood) - S/
	H.	D.O. O.P.	it - us	/You (understood) - S/
	I.	S D.O.	I - him	
	J.	S D.O.	We - him	

Assignments Sheets

#2.
#3. Sentences will vary. Accept any appropriate sentence.
#4.
#5.

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Pronouns
UNIT V
Test

1. Underline the personal pronouns in the following sentences and tell how each one is used; subject, direct object, indirect object or object of the preposition. Use abbreviations S., D.O., I.O., O.P.

   A. He and I are going to the livestock show.

   B. Please give her the cook book.

   C. Buy the serum for him.

   D. We will meet them at the shop.

   E. They met him yesterday.

   F. John gave her a book today.

   G. He and I are fattening three lambs.

   H. The girls went visiting with them.

   I. She divided the cake between them.

   J. We are going to a judging contest.

2. Write five sentences using subject form pronouns as subjects of the sentences.

   A.

   B.

   C.

   D.

   E.

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3. Write five sentences using object form pronouns as direct object of the verb.

A.

B.

C.

D.

E.

4. Write five sentences using object form pronouns as indirect objects of action verbs.

A.

B.

C.

D.

E.

5. Write five sentences using object form pronouns as objects of prepositions.

A.

B.

C.

D.

E.

Pronouns
UNIT V
Answers to test

A. He - S, I - S

B. You (understood) - S, her - I.O.

C. You (understood) - S, him - O.P.

D. We - S, them - I.O.

E. They - S, him - I.O.

F. He - S, I - S

G.

H. them - O.P.

I. She - S, them - O.P.

J. We - S

Parts 2, 3, 4, and 5

Sentences will vary. Accept any appropriate sentences.

Simple Subject
UNIT VI

Terminal Objective

After completion of this unit of instruction, the student should be able to recognize the simple subject of a sentence. This knowledge should be evidenced to the satisfaction of the instructor.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. Recognize and select the simple subject in a sentence.

2. Recognize and select the simple subject in a sentence when given a choice of two possibilities.

3. Write 10 complete sentences using a simple subject.

Simple Subject
UNIT VI

Suggested Activities

I. Instructor:

A. Provide students with objective sheets.

B. Provide students with information sheets.

C. Discuss terminal and specific objectives.

D. Discuss information sheets.

E. Provide student assignment sheets.

F. Discuss assignment sheets.

G. Give test.

II. Student:

A. Read terminal and specific objectives.

B. Study information sheets.

C. Work assignment sheets.

D. Take test.

Instructional Materials

I. Provided in this unit:

A. Objectives

B. Information sheets

C. Assignment sheets

1. #1--Underlining the simple subject

2. #2--Choosing the simple subject when given a choice of two

3. #3--Writing 10 sentences using a simple subject

D. Test

E. Answers to test

Simple Subject
UNIT VI

Information Sheet

I. Terms and definitions:

A. Simple subject--The subject of a sentence is the part about which something is asked or said.
Examples: Billy sawed the wood.

John removed the spark plugs.

B. Subjects are nouns or noun substitutes.
Examples: The man met the train.

He drives a car.

To see is to believe.

Fishing is fun.

C. Subjects may be omitted but are understood.
Examples: Run. (Understood You run.)

Open the door. (Understood You)

Simple Subject
UNIT VI

Assignment Sheet #1

Directions: Draw one line under the simple subject in each of these sentences.

1. Mr. Baker's car stalled..
2. He telephoned Acme Garage for help.
3. They sent a truck to tow in Mr. Baker's car.
4. The mechanic checked the car.
5. New spark plugs were installed.
6. The points were set.
7. The condensor was replaced.
8. The tune-up cost Mr. Baker $15.80.
9. Mr. Baker was happy with the bill.
10. The cost could have been more.

Simple Subject
UNIT VI

Assignment Sheet #2

Directions: Underline the word or words in each sentence below that would tell who or what is doing the action. Select the word that makes better sense.

1. (Tom, the frog) works in a garage.
2. (He, It) enjoys his work.
3. (It, He) is respectable work.
4. The (boss, president) thinks he is doing good work.
5. His (pay, position) has been raised by $10.00 a week.
6. His (father, parakeet) is very proud of him.
7. (Tom, his father) is proud of himself.
8. Working with (cars, furniture) is his job.
9. A good (mechanic, frog) is hard to find.
10. (Tom, his father) is a good mechanic.

Simple Subject
UNIT VI

Assignment Sheet #3

Directions: Write 10 complete sentences using a simple subject. (Answers will vary.)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Simple Subject
Unit VI
Answers to Assignment Sheets

Assignment Sheet #1

1. car
2. He
3. They
4. mechanic
5. spark plugs
6. points
7. condensor
8. tune-up
9. Mr. Baker
10. cost

Assignment Sheet #2

1. Tom
2. He
3. It
4. boss
5. pay
6. father
7. Tom
8. cars
9. mechanic
10. Tom

Assignment Sheet #3

Answers will vary

Simple Subject
UNIT VI
Test

Directions: Draw one line under the simple subject in each of the following sentences.

1. Tom's father is a farmer.
2. H raises cattle and hay.
3. His wife milks their three cows.
4. Their two sons feed the hogs.
5. They have an FFA project in school.
6. Raising cattle is a serious business.
7. It is hard and rewarding work.
8. Farmers feed the nation.
9. Their success may depend on the weather.
10. To the farmer, rai is very important.
11. Dry weather has ruined many farmers.
12. Hay must be cut and cured at the right time.
13. Sickness can ruin the herd.
14. A good cattleman must also be a doctor to his stock.
15. The disease most common in Oklahoma is blackleg.
16. Beef cattle supply us with many products besides meat.
17. Leather products are made from cowhide.
18. From the leather, man makes shoes, belts, wallets and many other things.
19. Hamburger is made from beef not pork.
20. Our nation depends on farmers for many things.

Simple Subject
UNIT VI
Answers to Test

1. Father
2. He
3. Wife
4. Sons
5. They
6. Cattle
7. It
8. Farmers
9. Success
10. Rain
11. Weather
12. Hay
13. Sickness
14. Cattleman
15. Disease
16. Cattle
17. Products
18. Man
19. Hamburger
20. Nation

Simple Predicate
UNIT VII

Terminal Objective

After completion of this unit of instruction, the student should be able to recognize the simple predicate of a sentence. This knowledge should be evidenced to the satisfaction of the instructor.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. Recognize and underline the simple predicate in a sentence.
2. Supply a simple predicate in sentences where none is given.
3. Write 10 sentences using a simple predicate.

Simple Predicate
UNIT VII

Suggested Activities

I. Instructor:

A. Provide students with objective sheets.

B. Provide students with information sheets.

C. Discuss terminal and specific objectives.

D. Discuss information sheets.

E. Provide students with assignment sheets.

F. Discuss assignment sheets.

G. Give test.

II. Student:

A. Read terminal and specific objectives.

B. Study information sheets.

C. Work assignment sheets.

D. Take test.

Instructional Materials

I. Provided in this unit:

A. Objectives

B. Information sheets

C. Assignment sheets

1. #1--Underlining predicates

2. #2--Filling in predicates

3. #3--Writing 10 sentences using predicates

D. Answers to assignment sheets

E. Test

F. Answers to test

Simple Predicate
UNIT VII

Information Sheet

I. Terms and definitions

A. Simple predicate--the simple predicate of a sentence tells something about the subject.

Example: Ted bought a used car.

B. The simple predicate is the single verb or verb phrase that expresses the action or state of being about the subject.

Example: We studied our lesson.
Predicates are verbs.
We have studied verbs of action.
We are learning about verbs being used as helping verbs.

Simple Predicate
UNIT VII

Assignment Sheet #1

DIRECTIONS: Underline the simple predicate twice in the following sentences. Write the predicate in the space before the number of the sentence.

_____ 1. Tim disliked school.

_____ 2. It was a bore to him.

_____ 3. He felt like a failure in class.

_____ 4. Tim liked to build things.

_____ 5. He enrolled in the CVET classes at school.

_____ 6. The CVET projects sparked his interests.

_____ 7. The first project was to build a shop building.

_____ 8. Measuring and sawing lumber was Tim's job.

_____ 9. He began to take an interest in his school work.

_____ 10. In English he learned the terms used in his job.

_____ 11. Learning to read blueprints was also helpful to Tim.

_____ 12. He learned to add and subtract in math class.

_____ 13. This made his job of measuring much easier.

_____ 14. The math teacher also taught fractions and decimals.

_____ 15. Tim's attitude began to change.

_____ 16. He wanted to go to school each day.

_____ 17. Math and English were easier for him.

_____ 18. He wanted to learn.

_____ 19. Tim wanted to be a success.

_____ 20. He found his need for an education.

Simple Predicate
UNIT VII

Assignment Sheet #2

DIRECTIONS: Add a predicate to each group of words to make a good sentence.

1. The car _____ on wheels.
2. The carburetor _____ fuel to the engine.
3. Windshield wipers _____ water off of the windshield.
4. Road signs _____ information.
5. Policemen _____ tickets for speeding.
6. John _____ a drag racer.
7. The Honda _____ $275.
8. Japan _____ Kawasaki motorcycles.
9. Electricians _____ good money.
10. Welding _____ fun.
11. Our football team _____ every Friday night.
12. The circus _____ to town.
13. Movies _____ good entertainment.
14. Steaks _____ good.
15. Television _____ many hours of relaxation.
16. Bonanza _____ my favorite television program.
17. My classmates _____ me.
18. I _____ work.
19. I _____ to work on cars.
20. Refrigerators _____ the meats cold.

Simple Predicate
UNIT

Assignment Sheet #3

DIRECTIONS: Write 10 sentences that contain a simple predicate.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Answers to assignment sheet #1

1. disliked
2. was
3. felt
4. liked
5. enrolled
6. sparked
7. was
8. was
9. began
10. learned
11. was
12. learned
13. made
14. taught
15. began
16. wanted
17. were
18. wanted
19. wanted
20. found

Answers to answer sheet #2 will vary.

Answers to answer sheet #3 will vary.

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Simple Predicate
UNIT VII
Test

PART I

DIRECTIONS: Underline the simple predicates twice in the following sentences.

1. Oklahoma City is the capital of Oklahoma.
2. Most engines run on gasoline or diesel fuel.
3. The oil industry of Oklahoma furnishes us with fuel for our homes and cars.
4. Our state parks are among the best in the nation.
5. Jack killed a bear on his last hunting trip.
6. We caught seven black bass yesterday.
7. Oklahoma supplies much of our nation's wheat.
8. Oklahoma forests provide lumber for our homes and industry.
9. Coal and zinc are two natural resources found in Oklahoma.
10. There are several military installations located in Oklahoma.

PART II

DIRECTIONS: Add a predicate to each group of words to make a good sentence.

1. She _____ the grocery clerk for the groceries.
2. He _____ the sack of grain to the boys.
3. My father _____ a new car.
4. I _____ hamburgers and french fries.
5. Basketball _____my favorite sport.

PART III

DIRECTIONS: Write 5 sentences using a simple predicate.

1.

2.

3.

4.

5.

Simple Predicate
UNIT VII
Answers to Test

PART I

1. is
2. run
3. furnishes
4. are
5. killed
6. caught
7. supplies
8. provide
9. are found
10. are located

PART II - Answers may vary.

1. paid, etc.
2. fed, etc.
3. bought, wrecked, etc.
4. like, hate, etc.
5. is, etc.

PART III - Answers may vary.

Complete Subject and Complete Predicate
UNIT VIII

Terminal Objective

After completion of this unit of study, the student should be able to divide a simple sentence into two parts, the complete subject and the complete predicate. This knowledge should be evidenced to the satisfaction of the instructor.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. Recognize and select the subject of a simple sentence.
2. Recognize and select the predicate of a simple sentence.
3. Divide a simple sentence into two parts, the complete subject and the complete predicate.
4. Write sentences in which the subject is understood.

Complete Subject and Complete Predicate
UNIT VIII

Suggested Activities

I. Instructor:

AA. Provide students with objective sheet.

B. Provide students with information sheet.

C. Discuss terminal and specific objectives.

D. Discuss information sheets.

E. Provide assignment sheets.

F. Discuss assignment sheets.

G. Give test.

II. Student:

A. Read terminal and specific objectives.

B. Study information sheets.

C. Work assignment sheet.

D. Take test.

Instructional Materials

I. Provided in this unit:

A. Objectives

B. Information sheets

C. Assignment sheets

1. #1

2. #2

3. #3

D. Test

e. Answers to test

Complete Subject and Complete Predicate
UNIT VIII

Information Sheet

I. Terms and definitions

A. Complete subject--the simple subject with its modifiers is called the complete subject.

Example: The old Indian man knew many interesting tales.

B. Complete predicate--the simple predicate along with the words used to complete its meaning is called the complete predicate.

Example: Gordon built a model boat in a bottle.

(Note: Remember the definitions for simple subject and simple predicate.)
Simple subject--the subject of a sentence is the part about which something is asked or said.
Simple predicate--the predicate of a sentence tells something about the subject.

(Note: The simple subject may be understood.)
Example: Get the hammer. (An understood You is the subject.)

(Note: The simple subject may be in inverted order.)
Example: There is a sheriff in our town. (Sheriff is the simple subject.)

(Note: A sentence must contain a complete subject and a complete predicate.)

Complete Subject and Complete Predicate
UNIT VIII

Assignment Sheet #1

DIRECTIONS: In the following sentences, underline the simple subject once and the simple predicate twice.

Example: Fishing in Oklahoma lakes is fun.

1. Buildings have many different types of roof designs.
2. Two common designs are the hip roof and the gable roof.
3. The gable roof consists of two surfaces.
4. These surfaces slope from the center line of the structure forming gables on each end.
5. This is a very simple roof to build.
6. The cost is also low.
7. Look for this roof design in your neighborhood.
8. There are four sloping sides on the hip roof.
9. What type of roof does your house have?
10. There are many types of roofs used in the construction of houses and buildings.

Complete Subject and Complete Predicate
UNIT VIII

Assignment Sheet #2

DIRECTIONS: In the following sentences, divide the complete subject from the complete predicate with a diagonal line.

Example: Our mayor/works in the heart of the city.

1. Motorcycles are becoming very popular.
2. They are used for travel and pleasure.
3. Many countries make motorcycles in different sizes for different purposes.
4. Japan is a large exporter of motorcycles.
5. The United States also imports motorcycles from Spain, England, Italy, Germany and many other countries.
6. We make motorcycles in America too.
7. The most popular motorcycle in the United States is the Harley Davidson.
8. You have seen Harley Road Bikes and Sportsters.
9. Hill cbimbing is a popular weekend sport.
10. Even girls enjoy riding motorcycles.
11. Sometimes entire families take to the hills in their spare time.
12. Safe riding demands obedience of many safety rules.
13. Wear a helmet at all times.
14. Obey speed limits and traffic laws.
14. Safe riding provides many hours of exciting fun.z

Complete Subject and Complete Predicate
UNIT VIII

Assignment Sheet #3

DIRECTIONS: In the following sentences, draw a diagonal line to separate the complete subject from the complete predicate. Underline the simple subject once, and the simple predicate twice.

Example: The helicopter/arrived just in time.

1. Hand tools are very important to every aspect of carpentry work.
2. The carpenter carefully chooses the appropriate kind, type, and size tool.
3. The folding rule is a very valuable tool to the carpenter.
4. Carpenters work with standard six foot rules.
5. They also use tape rules that range in size from six to twelve feet.
6. Every carpenter needs to include in his toolbox a good crosscut saw.
7. Ripsaws work best to cut with the grain of the wood.
8. Every carpenter uses the plumb bob.
9. The carpenter's tool kit contains many other tools.
10. These vary from a screwdriver to a hatchet.
11. A handy tool for the carpenter is the spiral ratchet screwdriver.
12. Tools are an important part of the carpenter's life.
13. They help him to perform the different jobs in his trade.

Complete Subject and Complete Predicate
Unit VIII

Answers to assignment sheet #1

1. Buildings have
2. designs are
3. roof consists
4. surfaces slope
5. This is
6. cost is
7. (You) Look
8. sides are
9. type does have
10. types are used

Answers to assignment sheet #2

1. Motorcycles/are becoming very popular.

2. They/are used for travel and pleasure.

3. Many countries/make motorcycles in different sizes for different purposes.

4. Japan/is a large exporter of motorcycles.

5. The United States/also imports motorcycles from Spain, England, Italy, Germany and many other countries.

6. We/make motorcycles in America too.

7. The most popular motorcycle in the United States/is the Harley Davidson.

8. You/have seen Harley Road Bikes and Sportsters.

9. Hill climbing/is a popular weekend sport.

10. Even girls/enjoy riding motorcycles.

11. Sometimes entire families/take to the hills in their spare time.

12. Safe riding/demands obedience of many safety rules.

13. /Wear a helment at all times.

14. /Obey speed limits and traffic laws.

15. Safe riding/provides many hours of exciting fun.

Complete Subject and Complete Predicate
Unit VIII

Answer sheet to assignment sheet #3

1. Hand tools/are very important to every aspect of carpentry work.
2. The carpenter/carefully chooses the appropriate kind, type, and size of tool.
3. The folding rule/is a very valuable tool to the carpenter.
4. Carpenters/work with standard six foot rules.
5. They/also use tape rules that range in size from six to twelve feet.
6. Every carpenter/needs to include in his tool kit a good crosscut saw.
7. Ripsaws/work best to cut with the grain of the wood.
8. Every carpenter/uses the plumb bob.
9. The carpenter's toolbox/contains many other tools.
10. These/vary from a screwdriver to a hatchet.
11. A handy tool for the carpenter/is the spiral ratchet screwdriver.
12. Tools/are an important part of the carpenter's life.
13. They/help him to perform the different jobs in his trade.

Complete Subject and Complete Predicate
UNIT VIII
Test

Part I

DIRECTIONS: In the following sentences, draw a diagonal line to separate the complete subject from the complete predicate. Underline the simple subject once, and the simple predicate twice.

Example: The carpenter/uses a ripsaw.

1. A standard folding wood rule is six feet long.
2. A ten point saw has ten teeth per inch.
3. The blade of a framing square is twenty-four inches long.
4. Keep handles on all tools tight.
5. Clean the tools regularly.
6. A chalk line is an easy way to mark long, straight lines.
7. A standard size level is twenty-four inches long.
8. A large percent of carpentry work consists of fastening parts together.
9. Auger bits vary in the shape and design of the twist.
10. Folding tool panels provide a practical solution to transportation and storage.

Part II

DIRECTIONS: Write five complete sentences. In all five sentences have the subject understood.

1.
2.
3.
4.
5.

Complete Subject and Complete Predicate
UNIT VIII
Answers to Test

1. A standard folding rule/is six feet long.
2. A ten point saw/has ten teeth per inch.
3. The blade of a framing square/is twenty-four inches long.
4. (You)/keep handles on all tools tight..
5. (You)/clean the tools regularly.
6. A chalk line/is an easy way to mark long, straight lines.
7. A standard size level/is twenty-four inches long.
8. A large percent of carpentry work/consists of fastening parts together.
9. Auger bits/vary in the shape and design of the twist.
10. Folding tool panels/provide a practical solution to transportation and storage.

Part II: (Answers will vary.)

Sentence or Fragment
UNIT IX

Terminal Objective

After completion of this unit of instruction, the student should be able to recognize a sentence and distinguish between a sentence and a fragment. He should be able to make a sentence from a fragment. This knowledge should be evidenced to the satisfaction of the instructor.

Specific Objective

After completion of this unit of instruction, the student should be able to:

1. Recognize a sentence.

2. Distinguish between a sentence and a fragment.

3. Make a sentence from a fragment by supplying the missing words.

Sentence or Fragment
Unit IX

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide student with objective sheets.

B. Provide students with information sheets.

C. Discuss objectives with students.

D. Discuss information sheets.

E. Give test.

II. Student:

A. Read objective sheets.

B. Study information sheets.

C. Complete assignment sheets.

D. Take test.

INSTRUCTIONAL MATERIALS

I. Provided in this unit:

A. Objective sheet

B. Information sheets

C. Assignment sheets #1 and #2

D. Answers to assignment sheets

E. Test

F. Answers for test

Sentence or Fragment
UNIT IX

Information Sheet

A sentence is a group of words that expresses a complete thought. Most of the conversation you have with your family and friends takes the form of sentences. You express your ideas in sentences.

These are sentences:

1. We are planning a cookout.
2. Many of our friends will come.

The following word groups are not sentences. They do not make sense all by themselves but need more words to complete the thought.

These are fragments or pieces of a sentence:

1. Planning the menu
2. The food for the cookout

Each of the words above can be made into a sentence by adding words that will complete the thought.

1. The girls in our class are planning the menu.
2. The food for the cookout was prepared by the girls in the afternoon class.

Sentence or Fragment
UNIT IX

Assignment Sheet #1

Read each group of words below. If the group of words is a sentence, draw a circle around Yes. Then put a capital letter above the letter that begins the sentence. Put a mark of punctuation at the end. If the group of words is not a sentence draw a circle around No.

1.	last week we planned a cookout	Yes	No
2.	because we like hot dogs	Yes	No
3.	we will go to the park	Yes	No
4.	will build a fire for cooking	Yes	No
5.	gathered the wood	Yes	No
6.	the large grate over the fire	Yes	No
7.	we want to roast marshmallows	Yes	No
8.	careful not to let them burn	Yes	No
9.	the girls prepared the food	Yes	No
10.	delicious, browned hamburgers	Yes	No
11.	all of us enjoyed the cookout	Yes	No
12.	the best time	Yes	No
13.	ate three hot dogs	Yes	No
14.	everyone had fun	Yes	No

Assignment:

Make a sentence from each group of words that is not a sentence.

Sentence or Fragment
UNIT IX

Assignment Sheet #2

Read each group of words below. Some of them are sentences and some are not. If you have forgotten what a sentence is, look at your information sheet.

Write S before each sentence. Put a mark of punctuation at the end. Write F before each group of words that is a fragment. (not a sentence).

_____ 1. Jane is studying sewing in school

_____ 2. She decided to make a dress

_____ 3. Looked at several pattern books

_____ 4. Her teacher helped her

_____ 5. Finally made her selection

_____ 6. Jane's mother took her to town

_____ 7. Shopped for material

_____ 8. Decided to buy a pretty shade of blue

_____ 9. They bought the pattern, material, zipper and thread

_____10. Jane was very pleased with her selection

Make a sentence from each group of words that is a fragment.

Sentence or Fragment
Unit IX

Answers to assignment sheet #1

1. Last week we planned a cookout.	Yes	No
2. because we like hot dogs	Yes	No
3. We will go to the park.	Yes	No
4. will build a fire for cooking	Yes	No
5. gathered the wood	Yes	No
6. the large grate over the fire	Yes	No
7. We want to roast marshmallows.	Yes	No
8. careful not to let them burn	Yes	No
9. The girls prepared the food.	Yes	No
10. delicious, browned hamburgers	Yes	No
11. All of us enjoyed the cookout.	Yes	No
12. the best time	Yes	No
13. ate three hot dogs	Yes	No
14. Everyone had fun.	Yes	No

Answers will vary.

2. We bought weiners because we like hot dogs.
4. The boys will build a fire for cooking.
5. Jim and Bill gathered the wood.
6. They carefully placed the large grate over the fire.
8. Everyone was careful not to let them burn.
10. The delicious, browned hamburgers were quickly devoured.
12. We had the best time.
13. Johnny ate three hot dogs and two hamburgers.

Answers to assignment sheet #2

S 1. Jane is studying sewing in school.
S 2. She decided to make a dress.
F 3.
S 4. Her teacher helped her.
F 5.
S 6. Jane's mother took her to town.
F 7.
F 8.
S 9. They bought the pattern, material, zipper, and thread.
S 10. Jane was very pleased with her selection.

Answers will vary

3. She looked at several pattern books.
5. After much study Jane finally made her selection.
7. They visited several stores when they shopped for material.
8. They decided to buy a pretty shade of blue.

Sentence or Fragment
UNIT IX
Test

Read each group of words below. If the group of words is a sentence, write S in the space. Write F before each group of words that is a fragment.

_____ 1. Pressed her material

_____ 2. Jane placed her material on the cutting table

_____ 3. Selected pattern pieces from the envelope

_____ 4. Placed the pattern on the fabric

_____ 5. She pinned the pieces on the fabric

_____ 6. Carefully watching the grain of the material

_____ 7. The teacher checked and approved her layout

_____ 8. Cut out her pattern

_____ 9. She marked each fabric piece

_____10. After cleaning the table, Jane was ready to sew.

Make a sentence from each group of words that is not a sentence.

Sentence or Fragment
UNIT IX
Answers for Test

F 1.

S 2.

F 3.

F 4.

S 5.

F 6.

S 7.

F 8.

S 9.

S 10.

Sentences will vary.

1.

2.

3.

4.

5.

SENTENCES
UNIT X

TERMINAL OBJECTIVE

The student should be able to express his thoughts in complete sentences.

SPECIFIC OBJECTIVES

After two hours of instruction the student should be able to:

1. Define a sentence.
2. Distinguish between a sentence and a group of words.
3. Identify action words.
4. Identify who or what does the action in a sentence.
5. Write sentences including words that he might use in a baby-sitting job.
6. Write sentences about given situations which might arise while baby-sitting.

SENTENCES
UNIT X

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide student with objective sheets.

B. Provide students with information sheets.

C. Discuss objectives with students.

D. Discuss information sheets.

E. Give quiz.

II. Student:

A. Read objective sheets.

B. Study information sheets.

C. Complete assignment sheets.

D. Take test.

INSTRUCTIONAL MATERIALS

I. Provided in this unit:

A. Objective sheet

B. Information sheets

C. Assignment sheets

1. Assignment sheet #1
2. Assignment sheet #2
3. Assignment sheet #3
4. Assignment sheet #4

II. References:

1. Bauer, Josephine, English As A Communication Skill, Madison, Wisconsin, United States Armed Forces Institute, 1963.

2. _____, English As A Communication Skill--Exercise Book, Madison, Wisconsin, United States Armed Forces Institute, 1963.

3. Jochen, Albert E. and Benjamin Shapiron, Vocational English - 1, New York, Globe Book Company, 1968.

4. _____, Vocational English - 2, New York, Globe Book Company, 1969.

SENTENCES
UNIT X

INFORMATION SHEET

I. Sentence

A. The expression in words of one complete thought

B. A group of words that makes sense

II. What a complete sentence contains

A. Action words (verb)

1. Shows that something is being done

2. Tells the action

a. Simple verb - tells one action

b. Compound verb - tells two or more actions

B. Who or what does the action (subject)

1. Tells what the sentence is about

2. Answers the question who or what did the action

a. Simple subject - one word

b. Compound subject - two or more people or things

C. Modifiers

1. Words that add extra information

2. Makes clear the meaning of the sentence

SENTENCES
UNIT X

ASSIGNMENT SHEET #1

Which of the following are complete sentences? Indicate with a check mark ( ) those groups of words which you believe to express a complete thought.

_____ 1. Mary baby-sits.

_____ 2. Susan charges a reasonable fee for baby-sitting.

_____ 3. Not be able to charge as much as more experience baby-sitters.

_____ 4. An employer hires others to work for him.

_____ 5. The chamber of commerce a civic organization.

_____ 6. Some civic organizations sponsor baby-sitting services.

_____ 7. A person may baby-sit with a neighbor's child.

_____ 8. Bobby threw his food on the floor.

_____ 9. Things to find out.

_____10. Works well with others.

SENTENCES
UNIT X

ASSIGNMENT SHEET #2

From the following sentences: (1) Choose the word which tells the action and place it in the column named ACTION, (2) Choose the word which tells who did the action. Place this word in the column named WHO.

1. Mary works.
2. Mary works in the church nursery.
3. Mary works well with others.
4. Barbara drove the car to her baby-sitting job.
5. Oh! Susie spilled her milk.
6. I made some toys.
7. Gerald refused to go to bed.
8. The baby-sitter called the family doctor when Ann cut her hand.
9. Mrs. Jones told Jan to wash the dishes.
10. Bruce fell and hurt his knee.
11. Mary earned $4.20.

	ACTION	WHO
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.
6.		6.
7.		7.
8.		8.
9.		9.
10.	106	10.
11.		11.

SENTENCES
UNIT X

ASSIGNMENT SHEET #3

Use the following word to write sentences. Draw one line under the action word (verb), and two lines under who or what did the action (subject).

1. Jobs

2. Responsibility

3. Salary

4. Baby-sitting

5. Emergency

6. Discipline

SENTENCES
UNIT X

ASSIGNMENT SHEET #4

Write two sentences about the following situations:

1. The employer asks you what fee you charge. What will you say?

   a.

   b.

2. Kirk cut his finger. What questions will you ask him?

   a.

   b.

3. Chris will not go to bed. Tell what you will do.

a.

b.

SENTENCES
UNIT X
ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

__X__ 1.

__X__ 2.

_____ 3.

__X__ 4.

_____ 5.

__X__ 6.

_____ 7.

__X__ 8.

_____ 9.

_____10.

_____11.

Assignment Sheet #2

	ACTION	WHO
1.	Works	Mary
2.	Works	Mary
3.	Works	Mary
4.	Drove	Barbara
5.	Spilled	Susie
6.	Made	I
7.	Refused	Gerald
8.	Called	Baby-sitter
9.	Told	Mrs. Jones
10.	Fell--hurt	Bruce
11.	Earned	Mary

Assignment Sheet #3

Complete this assignment to the satisfaction of the teacher.

Assignment Sheet #4

Complete this assignment sheet to the satisfaction of the teacher.

SENTENCES
UNIT X
TEST

1. Using a complete sentence write the definition of a sentence.

2. Which of the following are complete sentences? Indicate with a check ( ) those groups of words which express a complete thought.

_____ a. Tells the action.

_____ b. Mary gave her phone number to Mrs. Morgan.

_____ c. Susan baby-sits with the Smith children.

_____ d. Bob called Jane to baby-sit in his place.

_____ e. To drive to work.

3. What are the action words and what are these sentences about? From each sentence: (1) Choose the word which tells the action and write it in the column named ACTION; (2) Choose the word which tells who did the action. Write this word in the column named WHO.

a. Jane made some finger paint.

b. Susan gave an octopus to four-year-old Fred.

c. Charles earned $3.40 Saturday.

d. Dianne's mother drove her to her baby-sitting job.

e. Linda told her boy friend not to call her while she was baby-sitting.

ACTION	WHO
a.	a.
b.	b.
c.	c.
d.	d.
e.	e.

4. Write one sentence with the following words. Draw one line under the action word (verb) and two lines under who or what did the action (subject).

   a. Responsibility

   b. Emergency

   c. Baby-sitting

5. Write two sentences about the following situation:

   a. When it is nearly a child's bedtime, I should

      1.

      2.

   b. If I have a snak during the evening, I should

      1.

      2.

SENTENCES
UNIT X
ANSWERS TO TEST

1. A sentence is the expression in words of one complete thought; or a sentence is a group of words that makes sense.

2. b
   c
   d

3.

	ACTION	WHO
1.	Made	Jane
2.	Gave	Susan
3.	Earned	Charles
4.	Drove	Mother
5.	Told	Linda

4. May be a variety of answers. Left to the judgment of the teacher.

5. May be a variety of answers. Left to the judgment of the teacher.

WRITING A BUSINESS LETTER
UNIT XI

TERMINAL OBJECTIVE

After completion of Unit I, the student should be able to name and identify the six parts of a business letter. He should demonstrate his ability by writing a business letter.

SPECIFIC OBJECTIVES

After completing this unit the student should be able to:

1. Name the six parts of a business letter.
2. Identify the six parts of a business letter.
3. Write a business letter.

WRITING A BUSINESS LETTER
UNIT XI

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide students with objective sheets

B. Provide students with information and assignment sheets

C. Make transparency

D. Discuss terminal and specific objectives

E. Discuss information sheets

F. Show transparency

G. Discuss assignment sheets

H. Give test

II. Student:

A. Read terminal and specific objectives

B. Study information sheets

C. Work assignment sheets

D. Take test

INSTRUCTIONAL MATERIALS

I. Provided in this unit:

A. Objectives

B. Information sheets

C. Transparency master

1. TM 1 Parts of a business letter

D. Assignment sheets

1. #1 Identification of parts of letter

2. #2 Writing a business letter

E. Test

F. Answers to test

WRITING A BUSINESS LETTER
UNIT XI

INFORMATION SHEET

I. A business letter has these six parts: (transparency 1)

A. The heading, which tells where and when the letter is written

B. The inside address, which gives the title of respect and the name and address of the person to whom the letter is written

C. The greeting, which greets the person to whom the letter is written

D. The body, which contains the message

E. The closing, which expresses courtesy

F. The signature, which gives either the full name or the initials and the last name of the person who writes the letter

II. A business letter is written for a definite purpose to a firm or a person. It should be short and to the point.

III. When writing a business letter, remember:

A. Use suitable stationery--white business size paper ($8\frac{1}{2}$ x 11) and envelopes for business letters.

B. Plan good margins on all four sides of each page.

C. Be clear.

D. Be courteous.

E. Be definite with all necessary information and quantities, sizes, numbers, brands, prices, shipping instructions, and amount of payment.

IV. Punctuate a business letter according to these rules:

A. In the heading, place a comma between the name of the city and the name of the state, and between the day of the month and the year.

B. In the address, place a period after the title of respect if it is abbreviated, and after each initial. Place a comma between the name of the city and the name of the state.

C. Place a colon after the greeting.

D. Indent each paragraph of the body of the letter.

E. Place a comma after the closing.

WRITING A BUSINESS LETTER
UNIT XI

ASSIGNMENT SHEET #1

Identification of parts of business letter.

Opposite each part of the following business letter write that parts' name:

A._____

Benjamin Franklin School
Stillwater, Oklahoma 74074
December 5, 19____

B._____ The U.S. Department of Agriculture
Washington, D.C., 20000

C._____ Dear Sirs:

D._____ Our class wishes to get some booklets about freezing foods. Please send us a list of those that you will mail free.

E._____ Yours truly,

F._____ Mary Brown

WRITING A BUSINESS LETTER
UNIT XI

ASSIGNMENT SHEET #2

Write a letter to the County Home Extension Department at Pauls Valley, Oklahoma asking for free booklets about canning vegetables. Use your school address and the present date. Notice that there is a colon (:) after the greeting of a business letter. Use capital letters and punctuation marks correctly.

Writing A Business Letter
Unit XI
Answers to Assignment Sheets

Assignment Sheet #1

A. Heading
B. Inside Address
C. Greeting
D. Body
E. Closing
F. Signature

Assignment Sheet #2

Answers will vary.

WRITING A BUSINESS LETTER
UNIT XI

TEST

1. Name the six parts of a business letter.

   a.

   b.

   c.

   d.

   e.

   f.

2. Identify the parts of the following business letter.

(a)_____ Emerson High School
302 S.W. Eighth
Stillwater, Oklahoma 74074
January 16, 19_____

(b)_____ Parker Knit Goods Company
211 Carlton Boulevard
Laconia, New Hampshire 37248

(c)_____ Gentlemen:

(d)_____ Please send me sleeveless sweater #104 shown in your October catalog. I would like a brown one. I enclose a check for $5.99 to pay for it.

(e)_____ Yours truly,

(f)_____ Jane Smith

3. Write a business letter to Sunkist Oranges, 1224 Fifth Street, Oklahoma City, Oklahoma 73116. Request information about care of oranges.

WRITING A BUSINESS LETTER
UNIT XI

ANSWERS TO TEST

1. a. Heading
   b. Inside address
   c. Greeting
   d. Body
   e. Closing
   f. Signature
2. a. Heading
   b. Inside address
   c. Greeting
   d. Body
   e. Closing
   f. Signature
3. Answers will vary.

Addressing an Envelope
UNIT XII

Terminal Objective

After completing this unit of study, the student should be able to address an envelope. He should be able to demonstrate his ability to fold and place a letter in an envelope. This knowledge should be evidenced to the satisfaction of the instructor.

Specific Objectives

After completion of this unit, the student should be able to:

1. Tell the information to be placed on an envelope.
2. Address an envelope.
3. Fold a letter.
4. Place a letter in an envelope.

Addressing an Envelope
UNIT XII

Suggested Activities

I. Instructor:

A. Provide students with objective sheets.

B. Provide students with information sheets.

C. Make transparencies.

D. Discuss terminal and specific objectives

E. Discuss information sheets.

F. Provide students with assignment sheets.

G. Provide students with envelopes and stationery.

II. Student:

A. Read terminal and specific objectives.

B. Study information sheets.

C. Work assignment sheets.

D. Take test.

Instructional Materials

I. Provided in this unit:

A. Objectives

B. Information sheets

C. Transparency masters

1. TM # 1--Method of folding letters and inserting them in envelopes

2. TM # 2-- Information on an envelope

D. Assignment sheets

1. #1--Folding a business letter

2. #2--Addressing an envelope

E. #3--Placing a letter in an envelope

E. Test

F. Answers to test

Addressing an Envelope
UNIT XII

Information Sheet #1

An envelope in which a letter is to be mailed must have the following in ormation written on it:

1. The name of the sender and his complete address in the upper left corner of the envelope.

2. In the center of the envelope, the name and address of the one to receive the letter.

Capitalize the title of respect, the name of the person, the name of the street or avenue, the word street or avenue, the name of the city, and the name of the state.

Never abbreviate the name of the state. When the name of the city and the state are written on the same line, place a comma between them.

Addressing an Envelope
UNIT XII

Information Sheet #2

The United States Post Office Department asks (1) that everyone address plainly and carefully all envelopes and packages sent by mail, so as to make delivery prompt; (2) that the stamp be placed squarely in the upper right-hand corner of the envelope or package, because that makes it easier for employees to cancel the stamp; (3) that the return address be written in the upper left-hand corner of the face of the envelope or package. The return address is required for all parcel post packages; it is desired on all letters. This is a courtesy due postal employees, for it makes handling of the mail much easier. If the letter cannot be delivered to the addressee and the return address is on the envelope, the sending address is stamped out, with a finger or arrow pointing to the return address, and the letter is thus returned to its sender. If the return address is not on the envelope, the letter is sent to the Dead Letter Office, Washington, D. C., where it is opened in an effort to find out to whom to return it. The Post Office Department wants all mail promptly delivered, either to the addressee or to the sender, if it is at all possible.

Addressing an Envelope
UNIT XII

Information Sheet #3

I. It is important that letters, especially business letters, be correctly folded and properly inserted in the envelope for it is annoying to a busy person to have to turn a letter about and over to find its beginning. When the receiver of the letter takes it from the envelope, he should be able to unfold it with little effort or motion and find it top-up, ready to read. (TM 1)

II. Place the address on the right side of the envelope, just below the center. Return address goes in the upper left corner. (TM 2)

(NOTE: Loose coins, small pins and other hard objects can be torn from ordinary envelopes. They can also damage mail-processing equipment. Send such items separately in a small package. If valuable, they should be registered.)

III. INSTRUCTIONS FOR PROPERLY FOLDING LETTERS AND INSERTING THEM IN ENVELOPES
(See Transparency 1)

FIGURE 1

A. Fold less than 1/3 of page from bottom up. Crease sharply. (a)

B. Fold less than 1/3 from top down. Crease sharply. (b)

C. Insert letter into envelope so that the top edge of the letter is toward bottom of the envelope, with face of folded letter to the face or address-side of envelope. (c)

FIGURE 2

D. Fold a little less than 1/2 of page from bottom up. Crease smoothly. (d)

E. Fold less than 1/3 from right to left. (e)

F. Fold less than 1/3 from left to right. (f)

G. Insert into envelope so that the left fold is to the face or address-side of envelope, with open edge to top of envelope. (g)

LETTERS

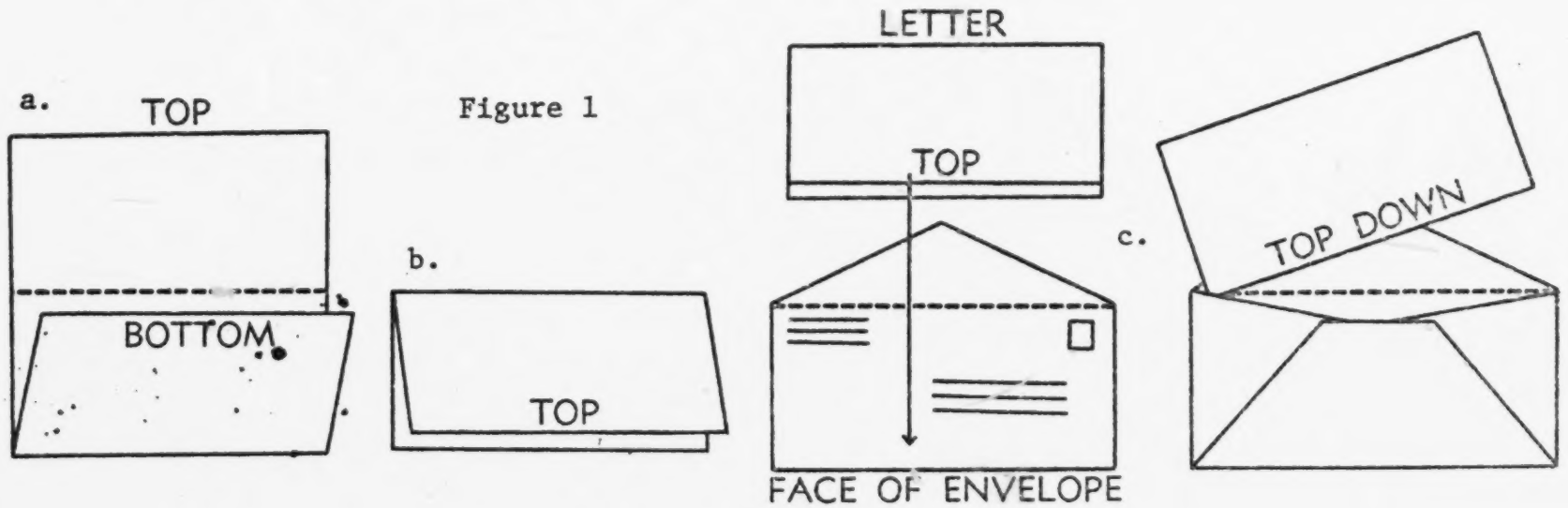

Figure 1

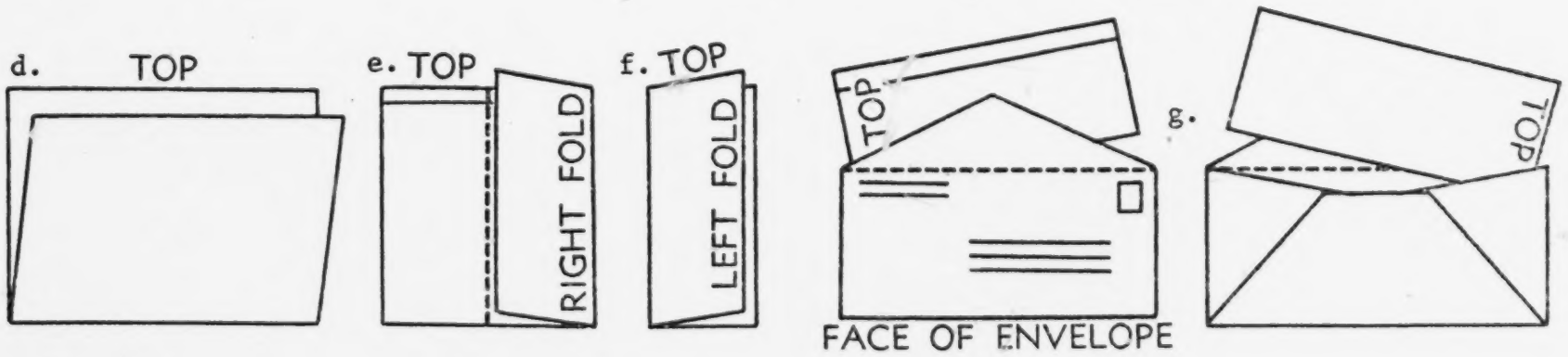

Figure 2

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TM 1

ENVELOPE

A complete return address makes it easier for correspondents to answer your letters.

Growing size of apartment houses makes this a must. Should go at end of second line.

Frank B. White
Rural Route 3, Box 261
Mitchellville, Md. 21109

John Jones
123 Main St., Apt. 304
Arlington, Va. 22209

Street address, P. O. box number, or rural route, including box number.

By putting the ZIP Code at the end of the third line it can be read more quickly.

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Addressing an Envelope
UNIT XII

A signment Sheet #1

Address an envelope to Parker Knit Goods Company, 211 Carlton Boulevard, Laconia, New Hampshire 37248.

Assignment Sheet #2

Fold a sheet of stationery to be placed in an envelope.

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Addressing an Envelope
UNIT XII
Test

Address an envelope to: Raleigh Industries of America, Inc., 687 Boylon Street, Boston, Massachusetts 02109.

Fold a sheet of stationery to be placed in an envelope

Addressing an Envelope
UNIT XII
Answers to Test

1.

Sam Williams
2840 Lancaster Lane
Oklahoma City, Oklahoma 73116

Raleigh Industries of America, Inc.

687 Boylston Street

Boston, Massachusetts, 02109

2. Accept either method of folding the letter.

Newspaper
UNIT XIII

Terminal Objective

After completion of this unit, the student should be able to distinguish the different parts of the newspaper, and locate each part. He should be able to select the 5 w's of the lead paragraph. He should be able to consult the index section to help him find features or news items. He should be able to discuss the four sources of news. This knowledge should be evidenced to the satisfaction of the instructor.

Specific Objectives

After completion of this unit, the student should be able to:

1. List 5 parts of the newspaper.
2. List the 5 w's.
3. He should be able to consult the index to locate specific sections.
4. He should be able to label and discuss the four sources of news.

Newspaper
UNIT XIII

Suggested Activities

I. Instructor:

A. Provide students with objective sheets.

B. Provide students with information sheets and newspapers.

C. Discuss terminal and specific objectives.

D. Discuss information sheets.

E. Give test.

II. Student:

A. Read terminal and specific objectives.

B. Study information sheets.

C. Work assignment sheets.

D. Take test.

Instructional Materials

I. Provided in this unit:

A. Objectives

B. Information sheet

C. Assignment sheets: #1, #2, #3

D. Test

E. Answer to test

II. Extra activity

A. Field trip

Newspaper
UNIT XIII

Information Sheet

I. Ten parts of newspaper.

A. News (various kinds)

B. Comics

C. Sports

D. Women's news

E. Classified advertising

F. Other advertising

G. Editorial page

H. Radio and television programs

I. Stock and market report

J. Index

II. The 5 w's of lead paragraph

A. Who

B. What

C. When

D. Where

E. Why

III. The Index: Want ads: Editorial (Discuss)

IV. The four sources of news

A. Foreign

B. National

C. State

D. District and local

V. References

A. English on the Job Book I, Carlin, Christ, Holder. Globe Book Company, Inc.: New York, New York, 2.

B. English on the Job Book II, Carlin, Christ, Holder. Globe Book Company, Inc.: New York, New York.

C. The New Building Better English Book 9. John, Yates, DeLaney, Row, Peterson and Company: White Plains, New York.

Newspaper
UNIT XIII

Assignment Sheet #1

A. Bring newspaper to class

1. Select local news article

2. Select state news article

3. Select national news article

Newspaper
UNIT XIII

Assignment Sheet #2

Clip the lead paragraph of a news story. List the 5 w's and place each w beside the information giving the answer.

Newspaper
UNIT XIII

Assignment Sheet #3

A. Locate the index of the newspaper.

B. Discuss the index.

C. List pages of the following features.

1. editorial
2. sports
3. women's news
4. horoscope
5. want ads

Newspaper
UNIT XIII
Answers to Assignment Sheet #1

(Answers will vary with edition of paper used.)

1. Local news article--Cash Runs Out.

2. State news article--Brick, Rolling Pin Events, July 17.

3. National news article--7 Counties OK'd for D ought Aid.

Newspaper
UNIT XIII
Answers to Assignment #2

(Answers will vary.)

1. Who--Committee ACOG (Association of Central Oklahoma Government)
2. What--Discussions on emergency dialing system
3. When--Friday 15, 1971
4. Where--Oklahoma City
5. Why--To serve vital need of citizens of ACOG

Newspaper
UNIT XIII
Answers to Assignment #3

A. Bring materials to class.

B. Discussion

C. Answers will vary

1. Page 14

2. Pages 21-24

3. Pages 15-16

4. Page 16

5. Page 28

Newspaper
UNIT XIII
Test

1. Name seven parts of the newspaper.

   1.

   2.

   3.

   4.

   5.

   6.

   7.

2. Where would you find the 5 w's?

3. List the 5 w's.

   1.

   2.

   3.

   4.

   5.

4. What is the purpose of the editorial page?

5. What are the 4 sources of the news?

   1.

   2.

   3.

   4.

6. In what section would you find information on sports and baseball scores?

7. In what sections of the newspaper would you locate the following?

   1. Wedding announcements

   2. Cattle prices

   3. Snoopy and Dick Tracy

   4. Houses for sale

   5. Baseball results

8. What section tells you where to find the features or news items you are interested in?

9. A. Select a story from your newspaper which tells of an important event far away.

   B. State the source

10. Answer true or false.

    As a source of information and of conversation topics, the newspaper is very important. _____

Newspaper
UNIT XIII
Answers to Test

1. Parts of a newspaper (Accept any 5).

    1. News
    2. Comics
    3. Sports
    4. Women's page
    5. Classified advertising
    6. Other advertising
    7. Editorial page
    8. Radio and television programs
    9. Stock and market report
    10. Index

2. The five w's are found in the lead paragraph.

3. The five w's are:

    1. Who
    2. When
    3. Where
    4. Why
    5. What

4. Editors attempt to interpret the news, to give their opinions about things that have happened. Editorials usually praise, blame, suggest, amuse and describe. (Answers may vary.)

5. The four sources of news are:

    1. Foreign news
    2. National news
    3. State news
    4. District and local news

6. Sports section

7. 1. Wedding announcements--women's news

   2. Cattle price--stock and market report

   3. Snoopy and Dick Tracy--comic section

   4. House for sale--classified advertising

   5. Baseball results--sports section

8. Index

9. A. Answer will vary.

   B. Foreign

10. Answer true or false

    As a source of information and conversation topic, the newspaper is very important. True

Blueprinting
UNIT XIV

Terminal Objective

After completion of this unit, the student should be able to write correctly the abbreviated form of the terms which are used in blueprinting. He should be able to match abbreviation with terms which are used in blueprinting. He should be able to correctly spell the terms most commonly used in blueprinting with 75% accuracy. This knowledge should be evidenced to the satisfaction of the instructor.

Specific Objectives

After completion of this unit, the student should be able to:

1. Write the abbreviated form of the terms which are used in blueprinting.

2. Spell correctly or draw symbol the abbreviation of blueprinting terms when dictated to him.

3. Match abbreviations with terms which are used in blueprinting.

Blueprinting
UNIT XIV

Suggested Activities

I. Instructor:

A. Provide students with objective sheet.

B. Provide students with information and assignment sheet.

C. Disucss information and assignment sheet.

D. Make transparency.

E. Give test.

II. Student:

A. Read objective sheet.

B. Read and study information sheet.

C. Complete assignment on assignment sheet.

D. Take test.

Instructional Material

I. Provided in this unit:

A. Transparency master #1

B. Objective sheet

C. Information sheet

D. Assignment sheet

E. Test

F. Answers to test

II. Other activities

A. The student could prepare a small blueprint to illustrate his ability to use abbreviation in blueprinting.

B. The student could give a short talk on some of the more common terms used in blueprinting stressing the usefulness and necessity of these terms. He should relate these terms to the blueprint as a media of communication.

III. References:

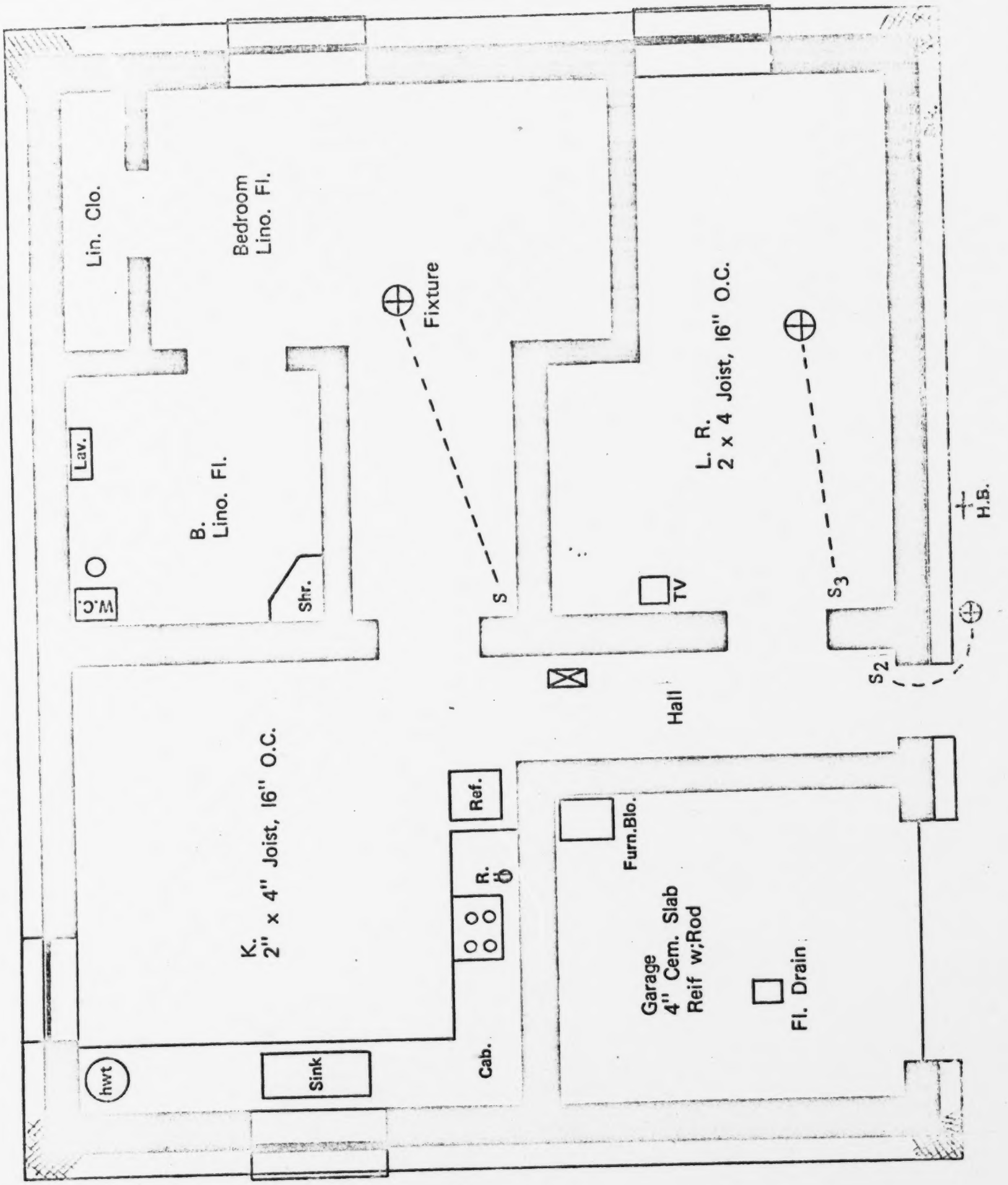
A. Wagner, Willis H., Modern Carpentry, Goodheart-Willcox Co., Inc. 1969.

Information Sheet

O.C.	On Center
Brk.	Brick
Cb.	Cabinet
Cem.	Cement
Clo.	Closet
Cu. Ft.	Cubic Foot
Cu. Yd.	Cubic Yard
Dim.	Dimension
Furn.	Furnace
Fl.	Floor
Lino.	Linoleum
h.w.t.	Hot Water Tank
Lin. clo.	Linen closet
H.B.	Hose Bib
K.	Kitchen
Lav.	Lavatory
Plbg.	Plumbing
Ref.	Refrigerator
Rgh.	Rough
Sch.	Schedule
Blo.	Blower

Information Sheet

Reinf.	Reinforcing
S.	Switch
Thermo.	Thermostat
W.C.	Water Closet
Furr.	Furring
K.D.	Kiln-dried
L.R.	Living Room
Fdn.	Foundation
Ftg.	Footing
B.	Bathroom
Bsmt.	Basement
TV	Television connection
S_3	Three-way switch
(X)	Ceiling light fixture
R_0	Range Outlet
⊕	Exterior light fixture
⊏⊐	Floor Drain
⊠	Air supply duct
⊣	Hose Bib
Sh.R.	Shower


Lin. Clo.
Lav.
Bedroom
Lino. Fl.
B.
Lino. Fl.
W.C.
Shr.
Fixture
S
L. R.
2 x 4 Joist, 16" O.C.
TV
Hall
S_3
S_2
H.B.
K.
2" x 4" Joist, 16" O.C.
Ref.
R.
Furn.Blo.
Garage
4" Cem. Slab
Reif w;Rod
Fl. Drain
hwt
Sink
Cab.

226/227

Blueprinting
UNIT XIV

Assignment Sheet #1

I. Using the information sheet of terms, definitions and abbreviations. Write one sentence using the term, and one sentence using the abbreviation of each of the terms listed.

Blueprinting
UNIT XIV

Assignment Sheet #2

II. Make a small blueprint illustrating the use of abbreviations and what they mean.

Blueprinting
UNIT XIV

Assignment Sheet #3

III. Study words on list and be able to spell correctly the term and abbreviation and give a working definition of the terms.

First day

On Center - O.C.

Brick - Brk.

Cabinet - Cb.

Cement - Cem.

Closet - Clo.

Cubic foot - Cu. ft.

Cubic yard - Cu. yd.

Dimension - Dim.

Furnace - Furn.

Floor - Fl.

Second day

Linoleum - lino.

Hot Water Tank - h.w.t.

Linen closet - Lin. Clo.

Hose Bib - H.B.

Kitchen - K.

Lavatory - Lav.

Plumbing - Plbg.

Refrigerator - Ref.

Rough - Rgh.

Schedule - Sch.

Assignment Sheet #3

Third day

Blower - Blo.

Reinforcing - Reif.

Switch - S.

Thermostat - Thermo.

Water Closet - W.C.

Furring - Fur.

Kiln-dried - K.D.

Living room - L.R.

Foundation - Fdn.

Footing - Ftg.

Fourth day

Bathroom - B

Basement - Bsmt.

Television connection - T.V.

Three-way switch - S_3

Ceiling light fixture -

Range outlet - $\oplus_R$

Exterior light fixture -

Floor Drain -

Air supply duct -

Hose Bib -

Shower - Shr.

Fifth day

Review and test all terms of preceding days.

Blueprinting
UNIT XIV
Test

Ma
ab

the terms with the correct abbreviation. Please the letter of the correct
eviation on the line.

_____	1.	On Center	A. Fl.
_____	2.	Brick	AA. B.
_____	3.	Cabinet	B. W.C.
_____	4.	Cement	BB. H.B.
_____	5.	Closet	C. O_R
_____	6.	Cubic foot	CC. Plbg.
_____	7.	Cubic yard	D. O.C.
_____	8.	Dimension	DD. Bsmt.
_____	9.	Furnace	EE. Fur.
_____	10.	Floor	EE. Lino.
_____	11.	Linoleum	F. T.V.
_____	12.	Hot Water Tank	FF. K.
_____	13.	Linen	G. Brk.
_____	14.	Hose Bib	GG. S_3
_____	15.	Kitchen	H. K.D.
_____	16.	Lavatory	HH. H.W.T.
_____	17.	Plumbing	I. ⊠
_____	18.	Refrigerator	II. Cb.
_____	19.	Rough	J. ▭
_____	20.	Schedule	JJ. Lav.
_____	21.	Blower	K. L.R.

____22.	Reinforcing	KK.	⊗
____23.	Switch	L.	Cem.
____24.	Thermostat	LL.	Rgh.
____25.	Water Closet	M.	Ref.
____26.	Furring	MM.	Lin.
____27.	Kiln-dried	N.	⊕
____28.	Living room	NN.	Furn.
____29.	Foundation	O.	Blo.
____30.	Footing	OO.	Clo.
____31.	Bathroom	P.	S.
____32.	Basement	PP.	Thermo.
____33.	Television connection	Q.	Cu. yd.
____34.	Three-way switch	QQ.	Reif.
____35.	Ceiling light fixture	R.	Ftg.
____36.	Range outlet	RR.	Sch.
____37.	Exterior light fixture	S.	⊕
____38.	Floor drain	SS.	Cu. ft.
____39.	Air supply duct	T.	Fdn.
____40.	Hose Bib	TT.	Dim.
____41.	Shower	U.	Shr.

Blueprinting
UNIT XIV
Answers to Test

1. D
2. G
3. II
4. L
5. OO
6. SS
7. Q
8. TT
9. NN
10. A
11. EE
12. HH
13. MM
14. BB
15. FF
16. JJ
17. CC
18. M
19. LL
20. RR
21. O
22. QQ
23. P
24. PP
25. B
26. E
27. H
28. K
29. T
30. R
31. AA
32. DD
33. F
34. GG
35. KK
36. C
37. N
38. J
39. I
40. S
41. U

Vocabulary and Word Study
for Concrete Slab Work
UNIT XV

Terminal Objective

After completion of this unit, the student should be able to: define and correctly spell 10 of the 15 terms which will be used in concrete slab work. He should match definitions with terms used in concrete slab work with a 75% degree of accuracy. This knowledge should be evidenced to the satisfaction of the instructor.

Specific Objectives

After completion of this unit, the student should be able to:

1. Define in writing 10 of the 15 terms used in concrete slab work.
2. Spell correctly 10 of the 15 terms used in concrete slab work.
3. Write sentences using terms.
4. Give talk on one particular term given on the vocabulary list.
5. Match pictures with terms from pictorial selection on transparency.

Vocabulary and Word Study
for Concrete Slab Work
UNIT XV

Suggested Activities

I. Instructor:

A. Provide each student with objective sheets.

B. Provide each student with information and assignment sheets.

C. Discuss information sheet and assignment sheet.

D. Show transparency.

e. Give test.

II. Student:

A. Read objective sheet.

B. Read and study information sheet.

C. Complete assignment on assignment sheet.

D. Take test.

Instructional Materials

I. Provided in this unit:

A. Transparency Master #1 Concrete Slab Work Identification

B. Objective Sheet

C. Information Sheet

D. Assignment Sheet

E. Test (including TM #2) Identification of Concrete Slab Work

F. Answers to test

II. Other Activities--The student will prepare a small pictorial scrap book of tools and items used in Slab Construction.

III. Additional Materials: Modern Carpentry, Willis H. Waggoner, Copyright 1969.

Vocabulary and Word Study
for Concrete Slab Work
UNIT XV

Information Sheet

I. Terms and definitions

A. Jitter Bug--tool to work gravel below the surface of the cement.

B. Mixture--the combination of sand, gravel, cement and water.

C. Plastic mixture--a workable material such as clay.

D. Screeding--leveling the concrete in the form and working the water to the top.

E. Strike board--a board or instrument used in screeding.

F. Floating--removing the high and low surface of the finished surface of the concrete.

G. Troweling--the process of finishing the smooth surface where it will be even, and free of marks and ripples.

H. Brooming--brushing the finished surface with a broom in order to make a non-skid surface.

I. Muriatic acid--an acid which helps to clean concrete surface.

J. Reinforcing rods and wire--rod and/or wire used to strengthen the concrete.

K. Smoothing trowel--tool used in smoothing surface of the concrete.

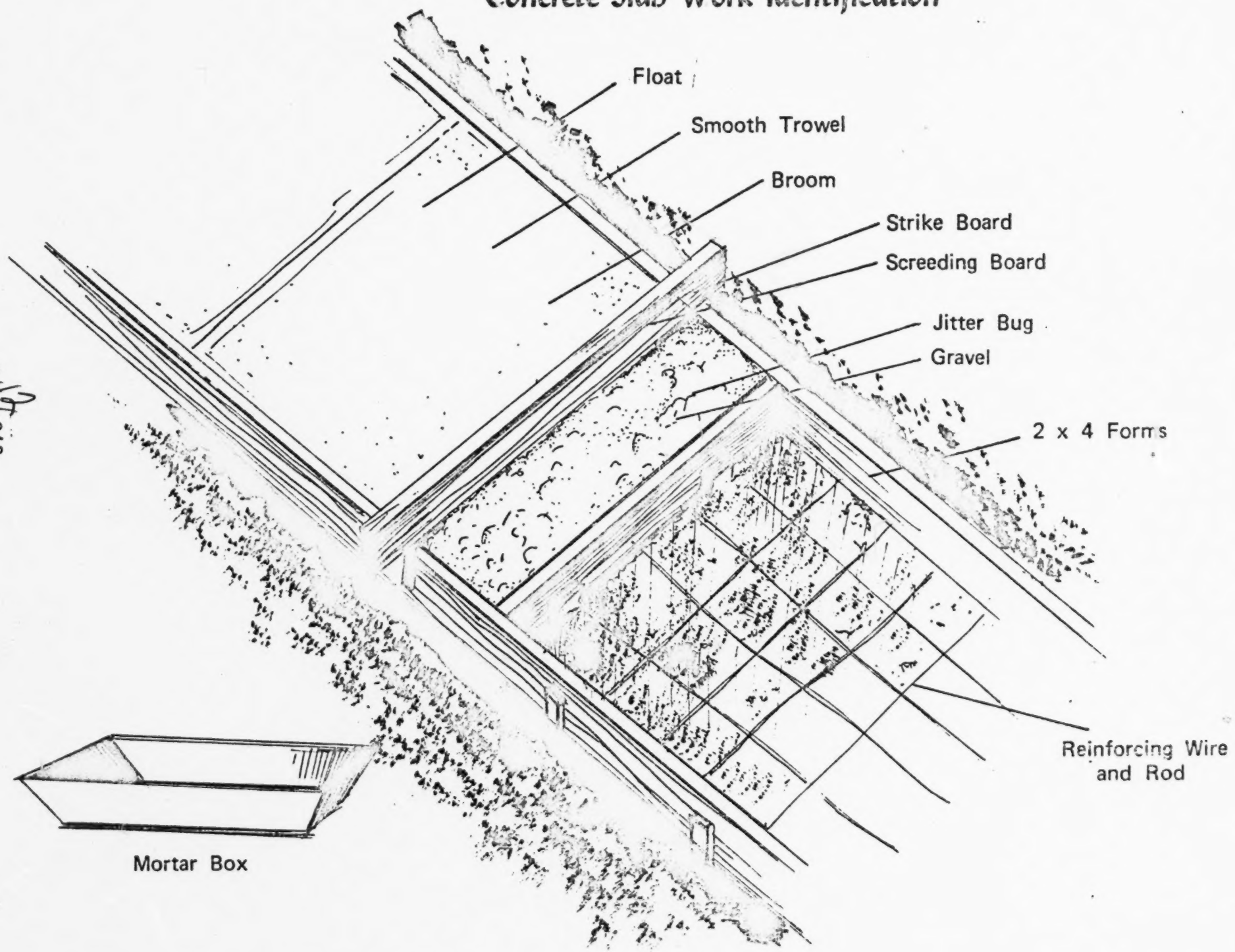
L. Finishing--the final smoothing of the surface with a smooth trowel.

M. Mud board--a movable board used to store excess mortar.

N. Float--tool used in removing the high and low portions.

O. Edging tool--tool used to round the edge of the slab.

Concrete Slab Work Identification



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TM 1

Vocabulary and Word Study
for Concrete Slab Work
UNIT XV

Assignment Sheet

I. Using the information sheet of terms and definitions, write two sentences for each term on the list.

II. Select one tool from the word list and give at least a two minute talk about its uses.

III. Make a poster which has pictures of the tools or items used in concrete slab work.

IV. Study words on list and be able to spell correctly and write a working definition for each word.

Vocabulary and Word Study
for Concrete Slab Work
UNIT XV

Spelling List

First Day

Jitter bug
Mixture
Plastic Mixture
Screeding
Strike Board

Second Day

Floating
Troweling
Brooming
Muriatic acid
Reinforcing rod and wire

Third Day

Smoothing trowel
Mud board
Finishing
Float
Edging tool

Fourth Day

Review and test all terms of preceding days.

Vocabulary and Word Study
for Concrete Slab Work
UNIT XV
Matching Test

Match terms with definitions by placing the correct letter on the line.

___ 1. Tool used to work gravel below the surface of the cement.

___ 2. The combination of sand, gravel, cement and water in the correct amount.

___ 3. The workability of the mortar or mixture.

___ 4. Leveling the concrete in the form and working the water to the top.

___ 5. A board or instrument used in screeding.

___ 6. Leveling the high and low portions of concrete.

___ 7. The process of finishing the smooth surface and making it free of marks and ripples.

___ 8. Brushing the finished surface with a broom in order to make a non-skid surface.

___ 9. An acid used in cleaning stains from the concrete surface.

___ 10. Rod and/or wire used to strengthen the concrete.

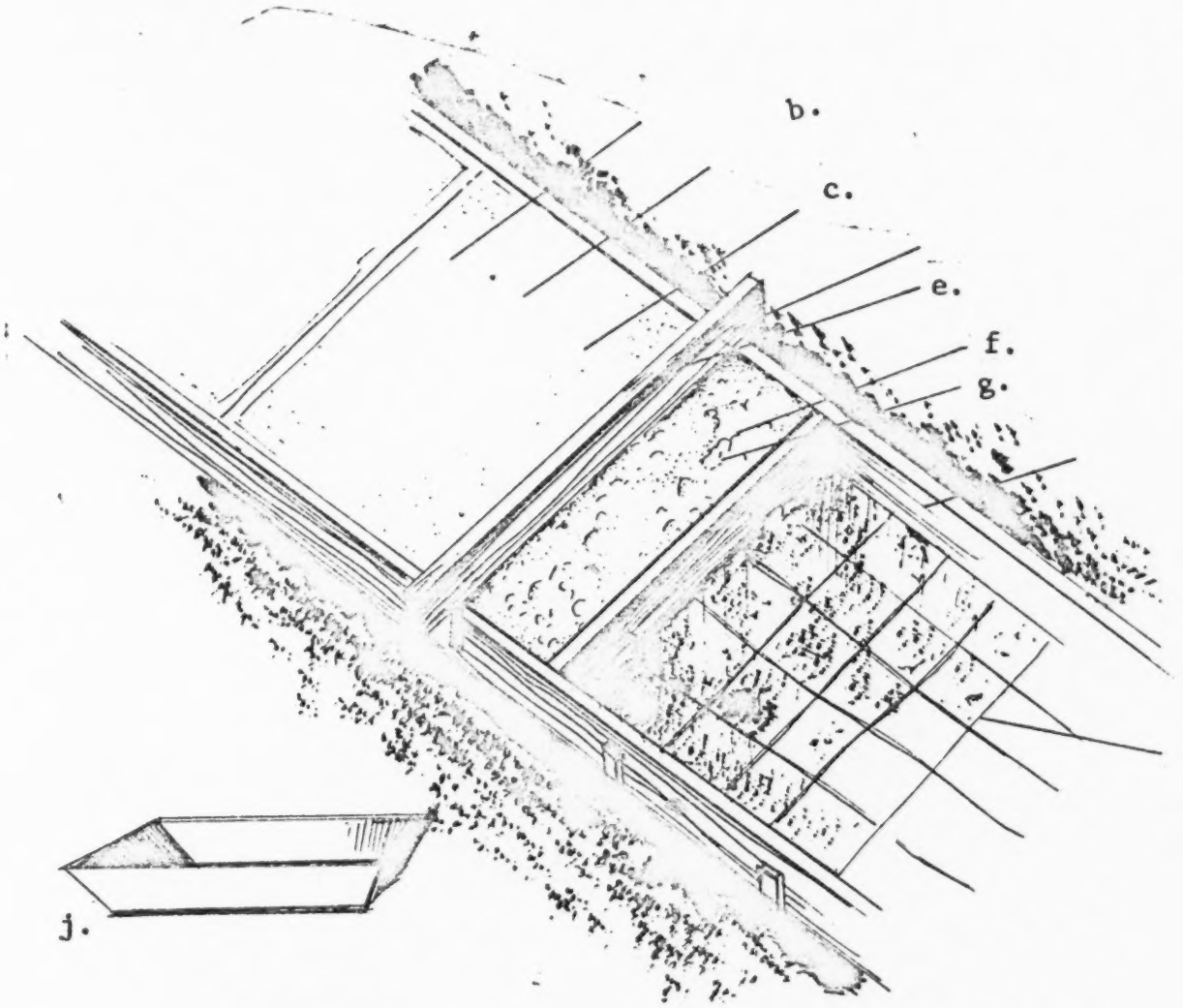
___ 11. A tool used in smoothing the surface of the concrete

___ 12. A movable board used to store excess mortar.

___ 13. Tool used to round the edge of the slab.

A. Edging tool
B. Finishing
C. Float
D. Mortar
E. Strike board
F. Mud board
G. Troweling
H. Jitter bug
I. Floating
J. Brooming
K. Screeding
L. Muriatic acid
M. Plastic mixture
N. Smoothing trowel
O. Reinforcing rods and wire

Label the drawing below with the correct term.



a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

Vocabulary and Word Study
for Concrete Slab Work
UNIT XV
Answers to Matching Test

H 1.

D 2.

M 3.

C 4.

E 5.

K 6.

B 7.

J 8.

L 9.

O 10.

N 11.

F 12.

A 13.

Diagram labels:

a. Float

b. Smooth Trowel

c. Broom

d. Strike Board

e. Screeding Board

f. Jitter Bug

g. Gravel

h. 2 x 4 Forms

i. Reinforcing Wire and Rod

j. Mortar Box

Vocabulary and Word Study
for Concrete Slab Work
UNIT XV
Answers to Spelling Test and Definitions

A. Jitter Bug--tool to work gravel below the survace of the cement.

B. Mixture--the combination of sand, gravel, cement and water.

C. Plastic mixture--a workable material such as clay.

D. Screeding--leveling the concrete in the form and working the water to the top.

E. Strike board--a board or instrument used in screeding.

F. Floating--removing the high and low on the finished surface of the concrete.

G. Troweling--the process of finishing the smooth surface where it will be even, and free of marks and ripples.

H. Brooming-brushing the finished surface with a broom in order to make a non-skid surface.

I. Muriatic acid--an acid which helps to clean concrete surface.

J. Reinforcing rods and wire--rod and/or wire used to strengthen the concrete.

K. Smoothing trowel--tool used in smoothing surface of the concrete.

L. Finishing--the final smoothing of the surface with a smooth trowel.

M. Mud board--a movable board used to store excess mortar.

N. Float--tool used in removing the high and low portions.

O. Edging tool--tool used to round the edge of the slab.

Know Yourself

Unit I

Terminal Objective

The student will be able to state his personal characteristics, interests, abilities and background and relate them to his goals.

Specific Objectives

1. Identify goals by completing "My Selected Goals", (Assignment Sheet #1).

2. Identify achievements and abilities by completing "Looking at My Grades", (Assignment Sheet #2).

3. Identify personal characteristics by completing "Self-Picture Checklist", (Assignment Sheet #3).

4. Identify interests and preferences by completing "Self-Appraisal Interest Chart", (Assignment Sheet #4) and autobiography.

Know Yourself

MY SELECTED GOAL
Assignment Sheet #1

1. One big goal that I really want to accomplish is: _____

_____

2. Here is how I am going to make progress toward this goal: _____

_____

_____

_____

3. My deadline to turn this plan into reality is: _____

4. Here are abilities and skills that I have that will help me achieve this goal: _____

_____

_____

5. I have detailed knowledge of the following subjects that will help me reach my goal: _____

_____

6. Here are areas where I need more information, help, skills, and knowledge: _____

_____

7. Here are places and people I can go to get help, to gain knowledge, and information, and to master the skills I need: _____

_____

_____

8. Here is the first step I am going to take (this week!): _____

_____

Assignment Sheet #1, Continued

9. My next three main steps will be as follows:

   a. _____

   b. _____

   c. _____

10. My deadline for completing these three steps is: _____

After you have written down the goal which you feel you would like to achieve, consider the following:

Some people set goals which are lower than those they could achieve.

Some people set goals which are too high for their abilities.

Some people set goals which don't fit their strong points.

Some people set goals which are right for them, but they don't know how to achieve these goals.

In the experiences that are to follow, you will see how the information you have about yourself and the world about you can influence the goals which you set and also your knowledge of how to achieve them.

Know Yourself

Check Sheet - "Looking At My Grades"

Assignment Sheet #2

To the Student:

The purpose of this check sheet is to help you think about:

What your grades tell you about yourself.
How much of your true effort your grades show.
What your grades show your strength to be.

1. The highest grades you received last were in _____

_____

2. What do these grades tell you about how hard you tried in these classes?

_____

3. In which subject did you work the hardest? _____

4. What do your grades tell you about your ability to memorize things?

_____

5. How did your grades measure your study habits? _____

_____

6. How did your reading skill affect your grades? _____

_____

7. In which subjects do you usually get the highest grades? _____

_____

8. In which subjects do you get the lowest grades? _____

_____

9. In which subjects do you have the highest interest? _____

_____

Know Yourself
Self-Picture Checklist
Assignment Sheet #3

Place an "X" in the column which best describes the student.

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Friendly				
4. Sad				
5. Serious				
6. Sensitive				
7. Jealous				
8. Popular				
9. Shy				
10. Clumsy				
11. Show-off				
12. Afraid				
13. Kind				
14. Modest				
15. Proud				
16. Lazy				
17. Neat				
18. Thrifty				
19. Even-Tempered				
20. Dependable				
21. Angry				
22. Moody				
23. Open-minded				
24. Unreasonable				
25. Demanding				

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Know Yourself
Self-Appraisal Interest Chart
Assignment Sheet #4

List below some of the activities which you like the best and some you like least.

1. IN SCHOOL--

   Subjects I like best:

   Subjects I like least:

2. OUTSIDE OF SCHOOL--

3. THINGS I WILL DO WHEN I CAN DO AS I CHOOSE--

4. SOME THINGS I HAVE NEVER DONE BUT WOULD LIKE TO DO--

5. SOME JOBS I HAVE HELD, EITHER FOR PAY OR JUST BECAUSE I LIKED THE WORK--

   Things I like about these jobs:

   Things I dislike about these jobs:

6. MY HOBBIES

Know Yourself
Outline For Autiobiography*
Assignment Sheet #5

I. My early Life

A. Where and when born

B. Earliest remembrances

C. Early experiences

II. My family

A. Size of family

B. Number of brothers and sisters

C. Favorite family pastime

III. My friends

A. Who they are

B. Things we do together

IV. My school experiences

A. Early school life (1 through 5)

B. Recent experience (5 through 8)

V. My likes and dislikes

A. Likes

B. Dislikes

VI. My goals for the future

A. Educational

B. Occupational

C. Other

*This assignment has possibilities for use in English classes.

Evaluation

Write a summary of your personal characteristics, interests, abilities, and background as you see them after completing Assignment Sheets #1, #2, #3, #4, and #5.

How will these influence the achievement of your goals?

Orientation to World of Work
Importance of School Records

Unit 2

Terminal Objective

After completion of this unit, the student should be able to understand the importance of developing and maintaining a good school record.

Specific Objectives

After 1 hour of instruction, the student should be able to:

1. Identify attitudes that show up on the school record.

2. Discuss points an employer considers when looking at a school record.

Importance of School Records

Suggested Activities

Instructor:

1. Make out information sheets.
2. Discuss information sheets with students.
3. Make transparencies and interpret records to students.
4. Make a transparency on an information form from companies.
5. Discuss forms companies send to schools to obtain information.

Student:

1. Study information sheets.
2. Identify attitudes from transparency of school records.
3. Discuss information related to school records.

Instructional Materials

Provided in this Unit:

1. Information sheets

Orientation to World of Work
Importance of School Records
Information Sheet

I. Attitudes indicated on a school record:

A. Attendance

B. Honesty

C. Dependability

D. Trustworthy

E. Integrity

F. Ability to judge a situation

G. Conduct

II. Other items on school record:

A. Grades

B. Activities

C. Part-time jobs if any

D. Discipline problems

E. Subjects taken

III. The school record shows a students' overall attitude and an employer uses this to predict job success. They are interested in the following points:

A. Your attendance

B. Your honesty

C. Your conduct

D. Your participation in school activities

E. Part-time jobs held while in school

INFORMATION SHEET

Public Service Company
.6th & Main
Tulsa, Oklahoma

Dear High School Registrar:

_____ is seeking employment with our company. Would you be kind enough to answer the following questions and return this blank to us?

Was his attendance good or bad?_____

Was his conduct satisfactory?_____ If not, please cite reasons.

Was he considered honest by your school faculty? _____

What activities did he participate in? _____

Did he hold any outside jobs while attending school? _____

Sincerely yours,

Marilyn Gregg
Personnel Department

Importance of School Records
Quiz

1. List five points an employer considers when looking at a school record.

   a.

   b.

   c.

   d.

   e.

2. Select 3 attitudes that are recorded on the school record from the following list.

   a. Honesty

   b. Integrity

   c. Conduct

   d. Grades

   e. Activities

   f. Part-time job

   g. Subjects taken

Importance of School Record
Answers to Quiz

1. a. Attendance

   b. Honesty

   c. Conduct

   d. Participation in school activities

   e. Part-time job held

2. a, b, and c

Social Security Card

Unit 3

Terminal Objective

To acquaint students with the several facets of Social Security; how it began, what it is, who it helps and how it works. All students will secure a Social Security Card.

Specific Objectives

The student will be able to:

1. List two ways that Social Security helps the disabled.
2. Fill out an application for a Social Security card correctly.
3. Describe the procedure for getting a new card if your name is changed.
4. Write a paragraph on the advantages of Social Security.
5. List two sources of money for Social Security.
6. List three ways that Social Security is of benefit to the worker.
7. Locate the Social Security office nearest him.
8. Describe the procedure for replacing a lost card.

Social Security Card

Suggested Activities

Instructor:

1. Provide a Social Security application blank for each student.
2. Give examples of several ways that Social Security can help you.
3. Discuss how Social Security got started and something about the history, and provisions of the Social Security Act.

Students:

1. Students will demonstrate ability to fill out the Social Security application blank correctly.
2. Students will write a paragraph on the advantages of Social Security.
3. Prepare a chart showing the different agencies that are supported by Social Security.
4. Locate the local Social Security office in the phone book.

Instructional Materials

Provided in this Unit:

1. Information sheets
2. Transparence masters #1, #2, and #3
3. Quiz
4. Answer sheet to quiz

Additional Material:

For pamphlets to use as additional classroom material write to:

Department of Health, Education and Welfare
Social Security Administration
Washington, D. C.

Telephone Directory
Social Security application blank

Social Security Card

Information Sheet

I. Social Security

A. Social Security benefits

1. Disabled
   a. Hospital costs
   b. Partial replacement of salary

2. Retired
   a. Monthly income
   b. Medicare

3. Fatherless
   a. Support of the family until the children are through school, including college

B. The working of Social Security

1. The worker pays into a fund
2. The employer pays an equal amount for him into the fund
3. These funds provide the benefits where needed
4. You never lose coverage by moving
5. Social Security is not charity or welfare--it is something one has earned and has a right to if and when needed
6. The amount of benefits paid back to you is based on your earnings across the years
7. You are automatically included under Social Security as soon as you get your card and begin working at a job
8. You must have a Social Security number before an employer can hire you
9. You need only one number during your entire lifetime

C. Assistance from the Social Security office nearest your home

1. Report when you lose your card
2. To apply for benefits
3. To get answers to your questions

D. Retirement age under Social Security

1. 62 with less benefits
2. 65 with full benefits

E. You can still work after you retire

1. You can receive $1680.00 every year and still receive full benefits
2. At age 72 you will get full Social Security payments no matter how much you earn

F. If a father dies, it is possible that Social Security money will help

1. Pay some of the funeral expenses
2. Support the widow
3. Support each children in the family under eighteen years of age

G. How to apply for Social Security

1. Find the address of the Social Security office nearest you; look in the telephone book under Social Security offices
2. Use post office if there is no Social Security office in your town
3. Fill out forms and mail if you secure it from the Post Office
4. It is against the law to have more than one Social Security Card
5. If you change your name, as in marriage, you should write the Social Security office for a new card. The new card will have the same number with your new name

H. Loss of Social Security Card

1. Find the bottom half of your card and take it to the post office They will give you a form to fill out. Mail the form in to the Social Security office.
2. The Social Security office will send you a new card

I. You will receive more money in Social Security benefits or payments

1. The more regularly you work
2. The more you earn

J. The exact amount you will get will be determined by

1. How many years you work
2. How much money you earned
3. How Congress writes the laws

K. How Social Security got started

1. A plan of your government in the 1930 to help people after retirement
2. Old people will not have to be dependent on relatives or friends

APPLICATION FOR SOCIAL SECURITY AND TAX ACCOUNT NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS — (First Name) (Middle Name or Initial — if none, draw line ——) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 DATE OF BIRTH (Month) (Day) (Year)

4 PLACE OF BIRTH (City) (County) (State)

5 AGE ON LAST BIRTHDAY

6 SEX: MALE ☐ FEMALE ☐

7 COLOR OR RACE: WHITE ☐ NEGRO ☐ OTHER ☐

8 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

9 FATHER'S FULL NAME (Regardless of whether living or dead)

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? YES ☐ NO ☐ DON'T KNOW ☐ | IF ANSWER IS "YES" PRINT THE STATE IN WHICH YOU FIRST APPLIED AND WHEN (State) (Date)

11 PRINT YOUR ACCOUNT NUMBER IF YOU KNOW IT (Account Number)

12 YOUR MAILING ADDRESS (Number and Street) (City) (State) (ZIP Code)

13 TODAY'S DATE

Sign YOUR NAME AS YOU USUALLY WRITE IT. (Have you completed all 13 items?)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (Revised 7-63)

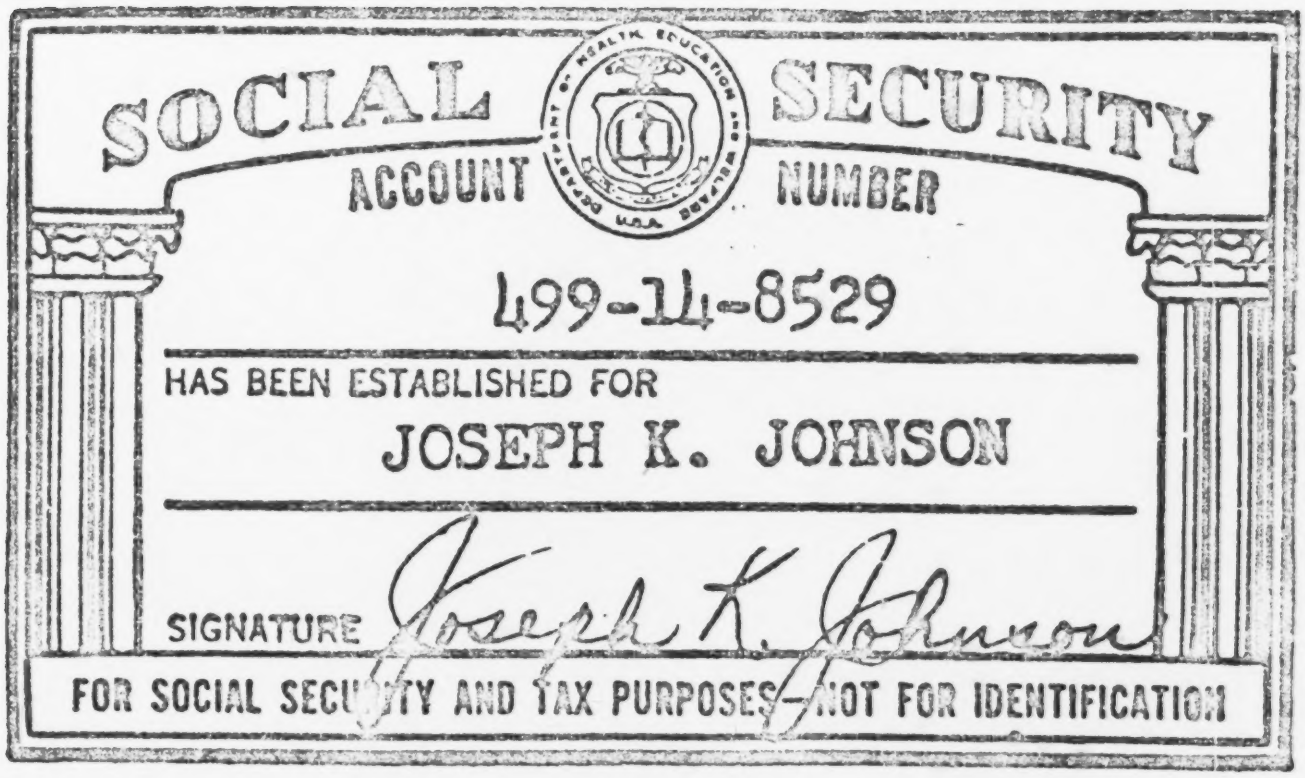
Return completed application to nearest SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE

190

275

TY-1

SAMPLE SOCIAL SECURITY CARD



Your Payments

Your Employer's Payments

Your Employers will pay into Social Security until you are sixty-five years old.

RETIRED

DISABLED

FATHERLESS

BENEFITS RECEIVED

DISABLED

Hospital Cost
Partial Replacement of Salary

RETIRED

Monthly Income
Medicare

FATHERLESS

Support of the Family until the Children are through School

Social Security

Quiz

1. Where does the money for Social Security come from?

   a.
   b.

2. How much does your employer pay into your Social Security fund?

3. Where is your Social Security money sent?

4. How would you find the Social Security office nearest you?

5. How many Social Security numbers can you have?

6. Will you need a different Social Security number when you change jobs? Yes or No

7. What should a girl do if her name is changed because of marriage?

8. When do you need a Social Security card?

9. Will your Social Security number be your number for the rest of your life? Yes or No

10. When you retire, do you have to stop working? Yes or No. How much are you allowed to make? _____

11. At what age can you receive full retirement benefits?

12. When do Social Security payments stop for children who have lost their father by death?

13. Fill out the attached application blank for your Social Security card.

Social Security
Answers to Quiz

1. Where does the money for Social Security come from?

   a. Employee
   b. Employer

2. How much does your employer pay into your Social Security fund?

   Equal amount

3. Where is your Social Security money sent?

   Special fund of the U.S. Government

4. How would you find the Social Security office nearest you?

   Look in the telephone book under United States Government, Department of Health, Education and Welfare, Social Security Administration

5. How many Social Security numbers can you have?

   One

6. Will you need a different Social Security number every time you change jobs?

   No

7. What should a girl do if her name is changed because of marriage?

   Write the Social Security office for a new card following accepted procedures

8. When do you need a Social Security card?

   When you begin working on your first job

9. Will your Social Security number remain the same for the rest of your life?

   Yes

10. When you retire, do you have to stop working?

    No

    How much are you allowed to earn? $1680.00

11. At what age can you receive full retirement benefits?

    65

12. When do Social Security payments stop for children who have lost their father by death?

    18 or until they finish school, including college

13. Fill out the attached application blank for your Social Security card

Employment Agencies

Unit 4

Terminal Objective

To develop in students the ability to utilize effectively the services of employment agencies and to understand methods of testing, counseling, guidance, training programs and specialized placement.

Specific Objectives

The student should be able to:

1. Name two types of employment agencies.

2. List the different divisions of employment agencies.

3. State two rules to follow when visiting the employment agencies.

4. Recite orally two reasons that private agencies will make a special effort to help you find a job.

5. List three ways to locate a private employment agency.

6. List the names of five persons that might help you personally find a job.

Employment Agencies

Suggested Activities

Instructor:

1. Provide the student with newspapers.
2. Provide telephone directories.
3. Discuss the different types of employment agencies, private and public.
4. Give the student rules to follow when visiting an employment agency.
5. Give the student some things to expect when he visits the employment agency.

Student:

1. Students will demonstrate ability to pick out employment agencies from the newspaper.
2. Students will demonstrate ability to use the yellow pages in the telephone directories to locate employment agencies.
3. Give advantages of the two types of agencies.
4. Prepare a chart showing steps to follow in visiting an agency.

Instructional Materials

Included in this Unit:

1. Telephone directories
2. Newspapers
3. Information sheets
4. Quiz

Employment Agencies

Information Sheet

I. Employment agencies

A. Want ads newspaper

B. Public agencies

1. Services are free
2. Supported by taxes you and your fellow citizens pay
3. Find workers for all types of jobs

C. Private agencies

1. Charge a fee
2. Supported by fees you or the employers pay
3. May be specialized (finding help for only certain-type of work)

a. Clerical and sales division
   1. Find jobs for office workers
   2. Find jobs for sales people

b. Industrial division
   1. Factory workers
   2. Hotel workers
   3. Garden and yard maintenance people
   4. Food service
   5. Construction workers

D. Employment opportunity center

1. Provides counseling to help you find the type of employment which is right for you.
2. Guides you into one of several types of training programs

E. Rules to follow when one visits an employment agency

1. Go neat and well groomed as if for a regular employment interview
2. Take your job search folder with you
3. Use your knowledge of the personal interview to make a good impression

F. Things you may expect

1. To be asked to fill out an application blank
2. To be interviewed by an understanding person who sincerely wants to help you find the job which is best for you
3. To be given tests if they would be helpful in placing you in a job
4. To be put in touch with one or more employers who have requested workers through the Employment Service

G. How to choose the right private agency

1. Look in the yellow pages of the phone book for agencies which place people in your line of work
2. Check the classified ads for agencies advertising the type of job you want
3. Inquire about the reputation of the agency; ask your counselor, your minister and others who might know (including personal friends who may have used its services.)

H. When you visit a private agency you may expect

1. To receive a courteous welcome
2. To be asked to fill out an application
3. To be interviewed by an experienced counselor
4. To be asked to agree to pay a certain fee if the agency finds you a job -
5. To be put in touch with an employer who has an opening in your type of work

I. Who else can help you find a job

1. Sometimes signs are posted in windows
2. If you are eligible for Union membership, the Union Business Manager may direct you to a job
3. If you are interested in a government job, explore Civil Service openings
4. The grapevine--tell everyone you know and even people you don't know that you are looking for work

Information Sheet

FILMED FROM BEST AVAILABLE COPY

HELP IN FINDING JOBS

Using the Telephone Directory

Using the Newspaper

PUBLIC AGENCIES

- Services are Free
- Supported by Taxes you and your fellow Citizen pay
- Finds Workers for all Types of Jobs

PRIVATE AGENCIES

- We find the right Job for workers
- We will help you find the right Job
- We will finds Jobs that will fit you

Employment Agencies
Quiz

1. Name two types of employment agencies.

   a.

   b.

2. List three jobs that the Industrial Division of our public agencies provide.

   a.

   b.

   c.

3. Give two rules to follow when visiting an employment agency.

   a.

   b.

   c.

4. State two reasons why private agencies will make a special effort to help you find a job.

   a.

   b.

5. List three ways to locate a private employment agency.

   a.

   b.

   c.

6. List the names of five people that might help you find a job.

   a.

   b.

   c.

   d.

   e.

7. Evaluate chart showing steps to follow in visiting an agency.

Employment Agencies

Answers to Quiz

1. Name two types of employment agencies.

   a. Public
   b. Private

2. List three jobs that the Industrial Division of our public agencies provide.

   a. Factory workers
   b. Construction workers
   c. Food services

3. Give two rules to follow when visiting a public employment agency.

   a. Go neat and well-groomed
   b. Use your knowledge of the personal interview to make a good impression

4. State two reasons why private agencies will make a special effort to help you find a job.

   a. A private agency is a private enterprise
   b. A private agency must please both the employer and the job seeker

5. List three ways to locate a private employment agency

   a. Look in yellow pages of the telephone directory
   b. Check classified (want) ads in the newspaper
   c. Ask minister, counselor, or friends about reputation of the agency.

6. List the names of five people that might help you find a job.

   a. Teacher and counselors
   b. Minister
   c. Friends and relatives
   d. Business people
   e. Club members

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Orientation to the World of Work

Going on a Job Interview
Unit 6

Terminal Objective

At the completion of Unit 6, the student will be able to prepare, perform and complete a job interview.

Specific Objectives

After completion of this unit, the student will be able to:

1. Select proper transportation and job interview.
2. Dress properly for an interview.
3. Be on time.
4. Act properly.

Going on a Job Interview

Suggested Activities

Instructor:

1. Discuss specific and terminal objectives
2. Hand out information sheets
3. Discuss information on "going for a Job Interview."

Student:

1. Study information on "Going for a Job Interview"
2. Role play "Going for a Job Interview"

Instructional Materials

Provided in this Unit:

Information sheets

Going on a Job Interview

Information Sheet

I. Transportation to the job interview

A. Bus

B. Car (parents, students)

C. Train

D. Walk

E. Bicycle

II. Dressing for the job interview

A. Clothes should be cleaned and pressed

B. Clothes should be in good taste--not wild or fancy

C. Boys should have on a coat and tie or a nice sweater (would apply to certain occasions)

D. Girls should wear a dress or shirt and blouse. Should not wear slacks or shorts to an interview

E. Shoes should be neat, clean and polished

III. Personal appearance for the interview

A. Be neat and clean

B. Take a bath or shower before dressing for the interview

C. Make sure your teeth are clean and your breath is fresh

D. Make sure your hands are clean--fingernails should be clean and trimmed

E. Boys, be sure to shave before going to the interview

F. Girls, do not put on a lot of perfume or very heavy make-up

G. Make sure your hair is neat

1. Boys, get a haircut if it is needed
2. Girls, do not go to an interview with hair in curlers

H. Do not drink any alcholic beverages before going to an interview

IV. Be on time for the interview

A. It is important that you be on time or a little early. If you are late, the interviewer may decide that you are not interested in the job.

V. How to act for the interview

A. Remember your manners. BE POLITE

B. Have good posture. Stand and sit straight

C. Do not chew gum during interview

D. Pay attention to the person interviewing you

E. Be relaxed during the interview

Evaluation

Students will be divided into groups for role playing, "Going for a Job Interview". Each student will have an opportunity to demonstrate the technique.

The teacher will evaluate student performance of role playing.

APPENDIX A

SAMPLE VOCATIONAL UNITS

WITH

SUGGESTED ENGLISH ACTIVITIES

Suggested Activities

For the English Teacher:

1. Write letters to companies for free catalogs and other free materials on fasteners for metal.

2. Study newspaper advertisements and catalogs for fasteners. Compare prices.

3. Study classified ads for job opportunities in general mechanical repair work. Discuss orally or write about these opportunities.

4. Write summaries (student's impressions) of field trip. (This may consist of sentences listing what was seen.)

5. Use shop terminology for word study and to practice dictionary skills.

6. Check newspapers for accidents related to mechanical repair jobs. Discuss how these might have been prevented.

General Mechanical Repair
Fasteners and Related Hardware

Terminal Objective

After the completion of this unit, the student should be able to identify and properly use fasteners and hardware related to General Mechanical Repair.

Specific Objectives

After four hours of instruction, the student should be able to:

1. Select and identify four types of bolts.
2. Identify two types of bolt threads.
3. Measure size of bolt (length and diameter).
4. List four types of nuts.
5. List two types of lock washers.
6. Identify two types of metal screws.
7. List four head types for metal screws.
8. List three types of set screws (by head type).
9. Identify two types of rivets.
10. Join two pieces of metal with lead rivet.
11. Join two pieces of metal with pop rivet.
12. Identify two types of snap rings.
13. Identify three types of shaft keys.
14. Demonstrate use of a castle nut and cotter pin.

    a. *Construct complete sentences to identify types of bolts, nuts, lock washers, metal screws, etc.*
    b. *Compare orally the lead rivet and the pop rivet.*
    c. *Write or explain orally the uses of the cotter pin.*
    d. *Demonstrate how to determine the size of a bolt.*
    e. *Write a complete sentence telling the purpose of lock washers.*

Fasteners and Related Hardware

Suggested Activities

Instructor:

1. Provide each student with information sheets and job sheets.
2. Make transparencies.
3. Discuss terminal and specific objectives.
4. Demonstrate and discuss procedures contained in job sheets.
5. Discuss information sheets.
6. Give quiz

Student:

1. Study information sheet.
2. Demonstrate the ability to accomplish the procedure outlined in the job sheet.
3. Take quiz.

Instructional Materials

Provided in this Unit:

1. Information sheet
2. Job Sheets
   - JB #1- Lead riveting
   - JB #2- Using blind rivets
3. Transparency masters
   - TM #1- Types of bolts
   - TM #2- Bolt measurement
   - TM #4- Types of nuts
   - TM #5- Using cotter pin and castle nut
   - TM #6- Sheet metal screws
   - TM #7- Set screws
   - TM #8- Snap rings
   - TM #9- Keys
4. Quiz
5. Answers to quiz

Additional Material:

1. Automotive Mechanics, William H. Crouse, 5th Edition, 1965.
2. Metalwork Technology and Practice, McKnight and McKnight Publishing Company, Bloomington, Illinois.

General Mechanical Repair
Fasteners and Related Hardware

Information Sheet

I. Types of bolts- TM 1

A. Carriage

1. Round head- body under head is square
2. Usually used to fasten a wooden part to metal
3. N C thread

B. Machine

1. Square of hexagon head
2. N C or N F thread

C. Tap bolt- same as machine bolt except completely threaded

D. Stove

1. Either round or flat head
2. Head is slotted for screwdrivers
3. National coarse thread

E. Stud

1. No head- threads on both ends
2. Used to fasten cylinder head to cylinder block
3. Can be N C or N F or a combination

II. Bolt sizes- TM 2

A. The head of square, hexagon, and round head bolts is <u>not</u> included in length of the bolt

B. Head is included in length of a flat headed bolt

C. Diameter of a bolt is determined by measuring diameter of the outside of the thread

III. Types of nuts- TM 3

A. Machine screw nuts

1. Square
2. Hexagon
3. Either can be N C or N F
4. Flat on bearing surface

B. Jam nuts- (lock nut)

1. Thinner than machine screw nuts
2. Used to lock ordinary nut in place

C. Castle nut

1. Slotted across top
2. Can be keyed with a cotter pin- TM 4

D. Wing nut

1. Has 2 thin flat wings
2. Can be turned with thumb and finger

E. Acorn nut- used on automotive valve covers

IV. Types of washers- TM 5

A. Flat washer

1. Thin round metal disk with a hole in the middle
2. Used as a bearing surface under a nut or under the head of a bolt or screw

B. Lock washers- serve as a spring takeup between bolts or screws and the workpiece.

1. Plain lock
   a. Looks like a coil from a spring
   b. They are hardened and tempered

2. Tooth type- hardened steel teeth will wedge into the bearing surfaces to prevent bolts, nuts or screws from loosening due to vibration
   a. External type- teeth on the largest radius
   b. Internal type- teeth on the inside radius, recommended for screws with small heads.

V. Metal screws- TM 6 and 7

A. Machine screw- enter threaded holes

B. Set screws- to fasten a collar, gear or similar part to a shaft--TM 7

1. Headless- screwdriver slot
2. Square head
3. Socket head- use Allen Wrench

C. Sheet metal screws- TM 6

1. Thread forming- wide spaced threads, tapered on point
2. Thread cutting- (self tapping) usually have one or more slots cut in the end of the screw to provide a cutting surface

D. Screw head types

1. Round
2. Flat
3. Fillister
4. Oval
5. Hexagon
6. Allen
7. Fluted
8. Phillips

Information Sheet

VI. Rivets- Metal pins that look like bolts without threads (See Job Sheet #1)

A. Are made of soft iron or steel, lead, aluminum, copper and brass

1. Installed with a rivet set
2. Used on farm machinery cutting blades
3. Round and countersunk are the most common head types

B. Blind rivets (pop rivets)- See Job Sheet #2

1. May be inserted and set from same side of work piece
2. Installed with a plier-like tool
3. Used for thin metal, fiber and plastic

VII. Snap rings- Used to prevent endwise movement of a gear, collar, or shaft - TM 8

A. External

1. Fits on an undercut of a shaft
2. Must be expanded to slip over shaft

B. Internal- fits in an undercut in housing to keep shaft and other parts in place

VIII. Shaft keys- Keep gears and pulleys from turning on shafts - TM 9

A. Square key

B. Gib head key

C. Woodruff key

IX. Using cotter pins - TM 4

A. Used with castle nuts

B. Nut is tightened, slots and hole in the bolt are lined up, and cotter pin inserted and bent properly

General Mechanical Repair
Fasteners and Related Hardware

Job Sheet #1 - Lead Riveting

I. Equipment needed

A. Two pieces 2" x 4" metal - (1/8 thick)

B. 1/2" rivets

C. Ball pein hammer

D. Rivet set

E. Rivet block

F. Drill press and bit

II. Procedure

A. Drill hole in metal the size of rivet

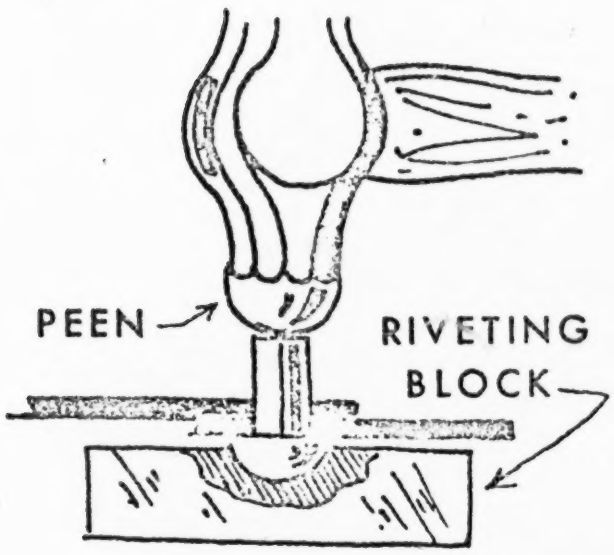
B. Insert rivet through holes

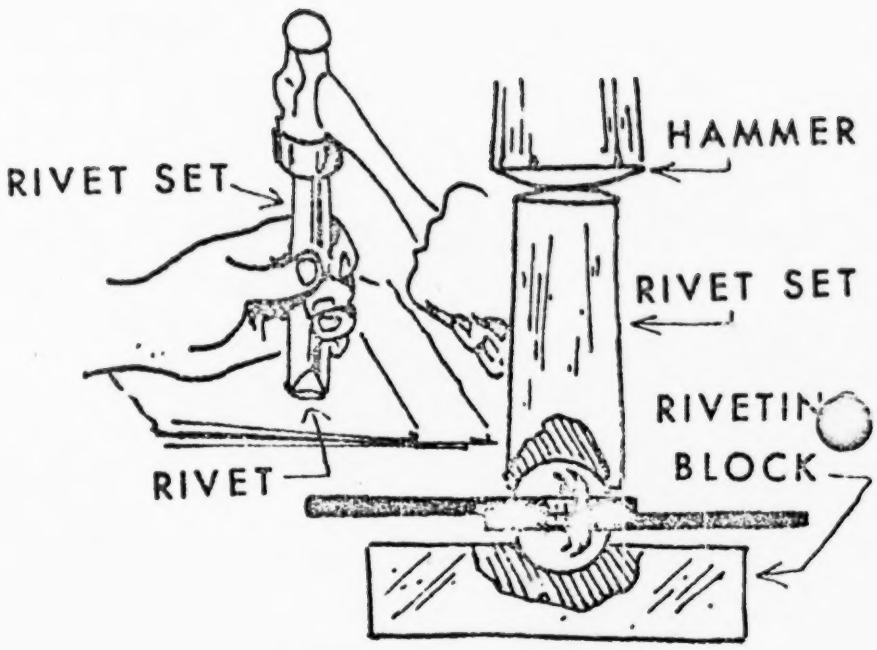
C. Place rivet head down on block

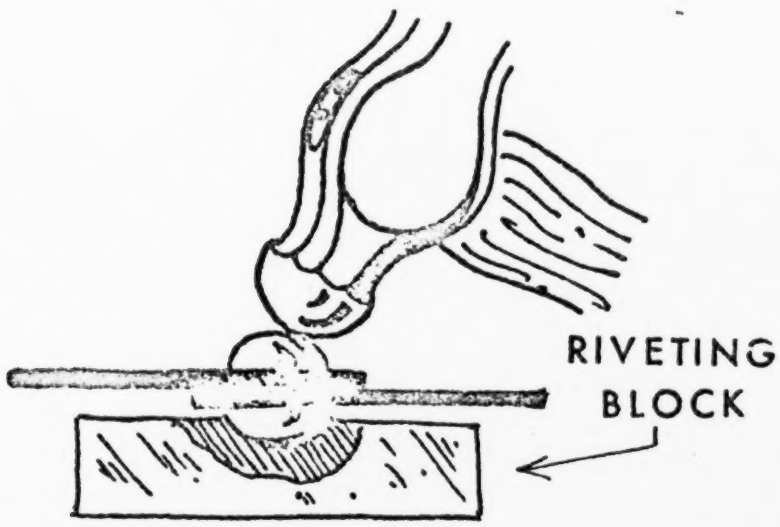
D. Use rivet set to round end of rivet

RIVETING

RIVET







RIVET IN COUNTER-SUNK

RIVETED FLUSH WITH SURFACE

General Mechanical Repair
Fasteners and Related Hardware

Job Sheet #2 - Using Blind Rivets

I. Equipment needed

A. Two pieces of metal 2" x 4" wide, 16 gauge

B. Blind rivet - 3/16" dia. - 3/8" long

C. Riveting tool for clinching blind rivet

D. Drill press and 3/16 bit

II. Procedure

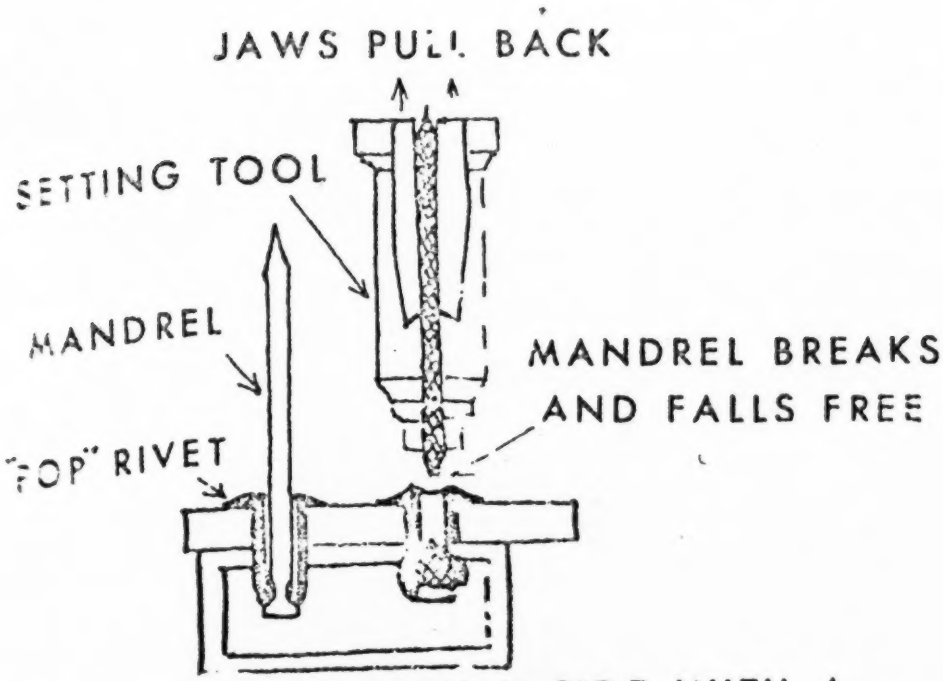
A. Drill 3/16" hole in metal (2 pieces)

B. Insert rivet in clinching tool

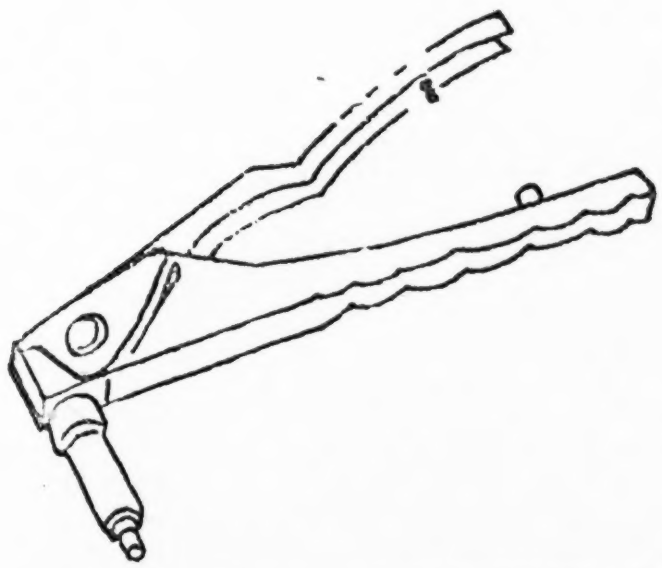
C. With tool insert rivet in hole three (both pieces of metal)

D. Press handle- riveting job is complete

USE OF BLIND RIVETS



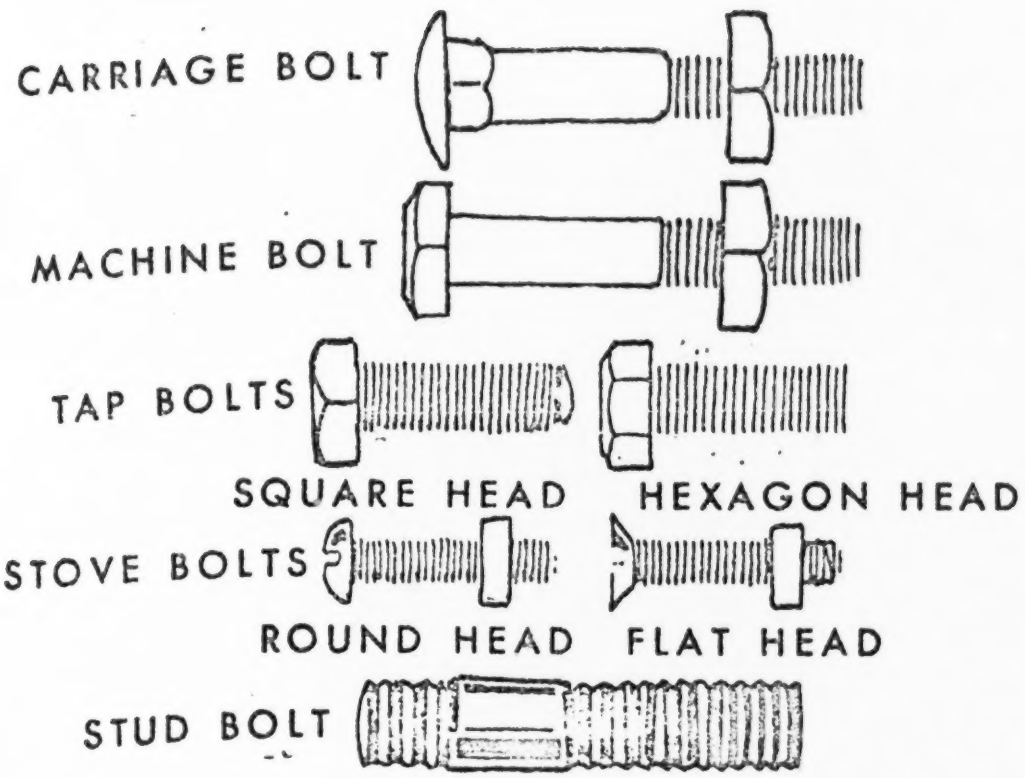
BLIND RIVETS CLINCH INSIDE WITH A
PULL FROM THE TOOL OUTSIDE



RIVETING TOOL FOR CLINCHING BLIND RIVETS

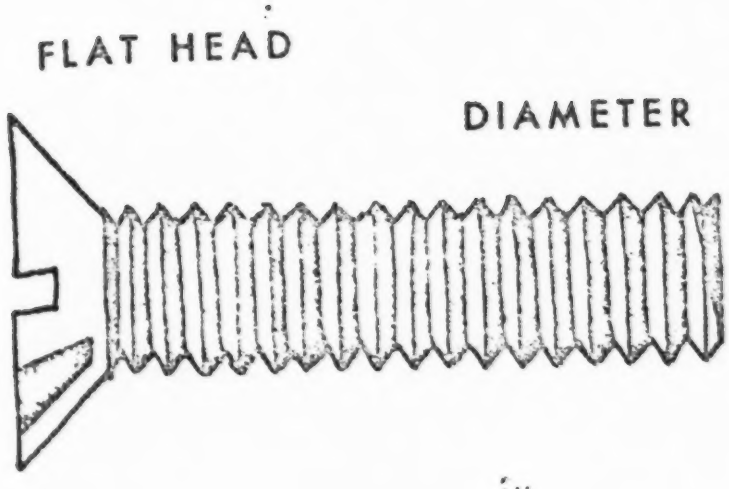
TRANSPAPENCY #1

TYPES OF
BOLTS

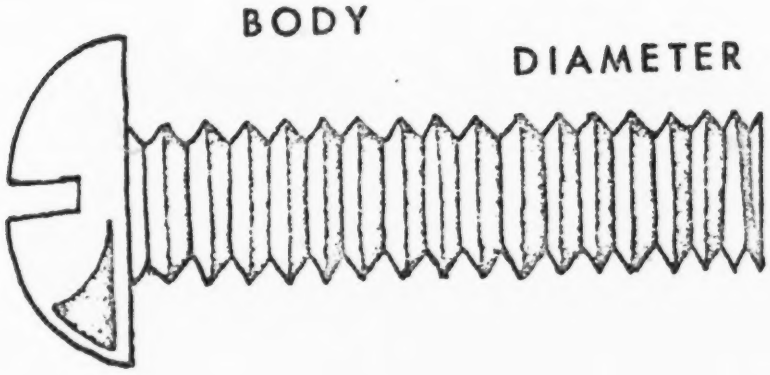


BOLT MEASUREMENT
TRANSPARENCY #2

FLAT HEAD

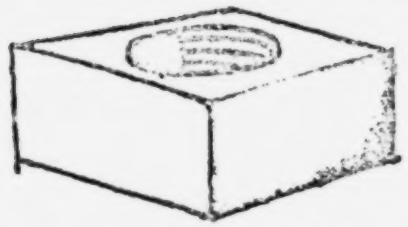


ROUND HEAD

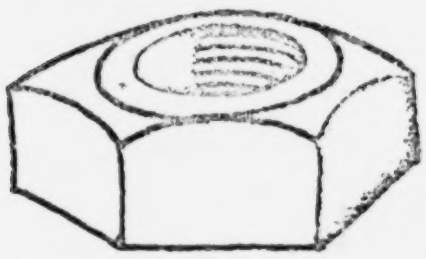


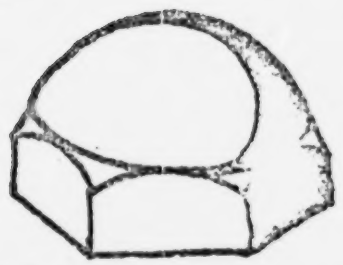
TRANSPARENCY #3
TYPES OF NUTS

SQUARE



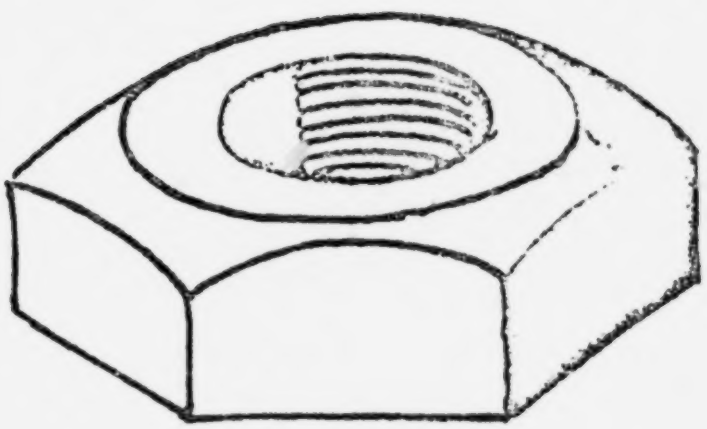
HEXAGON



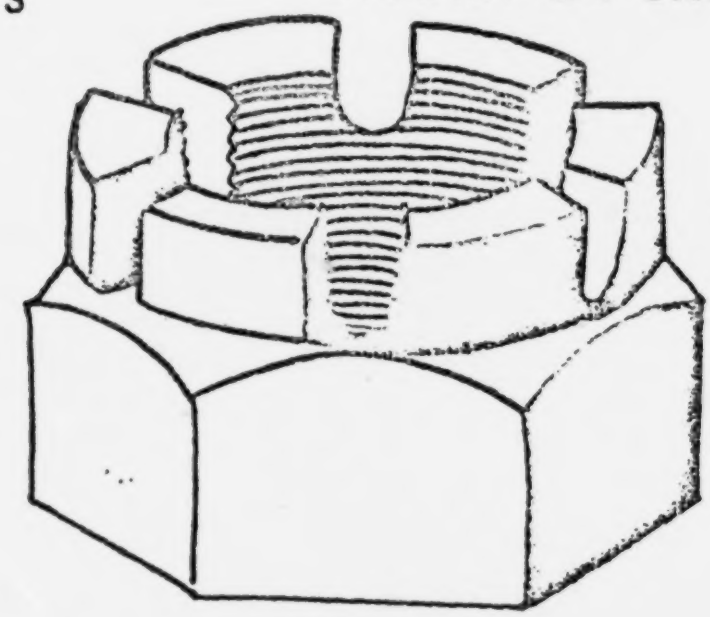


ACORN OR CAP NUT

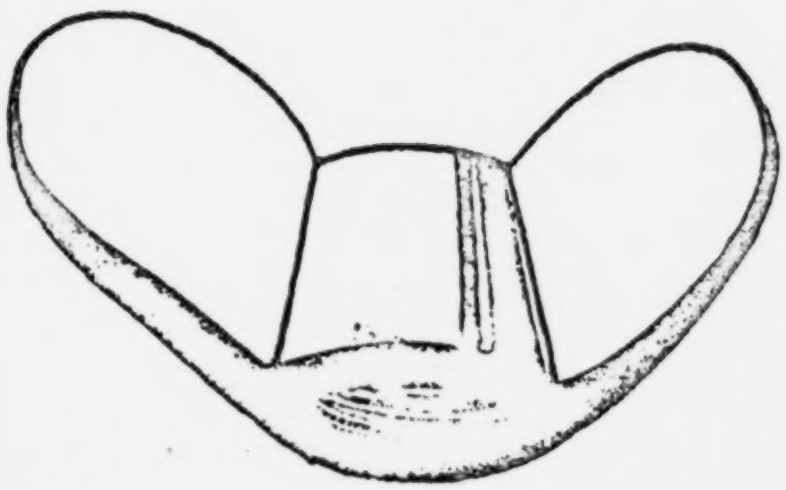
MACHINE SCREW NUTS



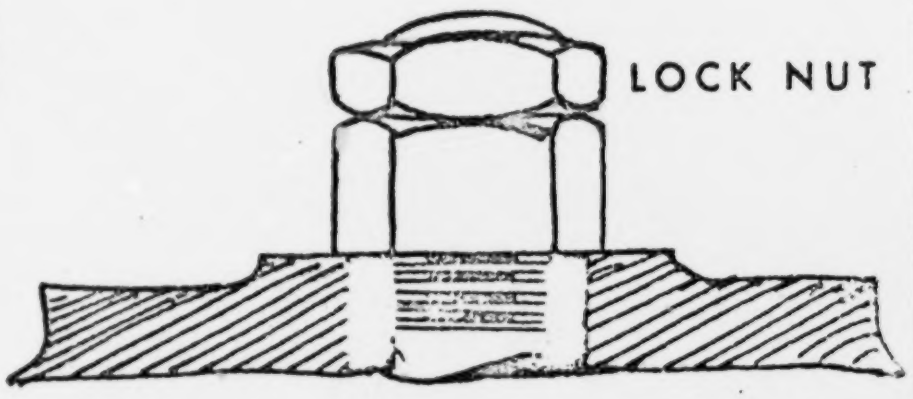
JAM NUT



CASTLE NUT



WING NUT



LOCK NUT

Fasteners and Related Hardware

Quiz

1. Select and identify 4 types of bolts.

   a.
   b.
   c.
   d.

2. Determine from bolt specimen provided:

   a. Length
   b. Diameter
   c. Head type
   d. Thread type

3. Identify the following nut types : (from specimens)

   a.
   b.
   c.
   d.

4. Name 2 types of lock washers.

   a.
   b.

5. Name 2 types of sheet metal screws:

   a.
   b.

6. Name 4 head types found on metal screws:

   a.
   b.
   c.
   d.

7. Name 2 types of rivets:

   a.
   b.

8. List 2 types of snap rings and describe the usage of each.

   a.
   b.

9. Identify 3 types of shaft keys from specimens provided.

   a.
   b.
   c.

10. List by head type 3 kinds of set screws.

    a.
    b.
    c.

Fasteners and Related Hardware

Answers to Quiz

1. Any four of the following:

   a. Carriage bolt
   b. Machine bolt
   c. Tap bolt
   d. Stove bolt
   e. Stud bolt

2. See instructor for answer

3. a. Square
   b. Hex
   c. Castle
   d. Wing

4. a. Spring type
   b. Tooth type

5. a. Thread cutting
   b. Thread forming

6. Any 4 of the following will be accepted:

   a. Round head
   b. Flat head
   c. Fillister head
   d. Oval head
   e. Hexagonal head
   f. Allen head
   g. Fluted
   h. Phillips

7. a. Blind rivet (pop rivet)
   b. Steel rivet

8. a. External- used on a shaft
   b. Internal- used in a hole

9. a. Square
   b. Gib head
   c. Woodruff

10. a. Square head
    b. Socket head
    c. Headless

General Construction Trades
Wood Fasteners
Unit II

Terminal Objective

After completion of Unit II the student should have an understanding of common wood fasteners. He should be able to identify different kinds of nails and screws. He should know the proper procedures for starting and driving a nail.

Specific Objectives

After completion of Unit II the student should be able to:

1. Name four types of screws
2. List eight things to specify in purchasing screws.
3. Name three types of screw heads.
4. Name four kinds of nails.
5. Discuss how lengths of nails are determined.
6. Distinguish between a bell-faced hammer and a flat-faced hammer.
7. Demonstrate procedures for driving a nail.
8. Demonstrate procedures for pulling nails.
9. Demonstrate procedures for attaching boards using screws.
   a. *Students plan and write demonstrations for CVET class procedures such as driving a nail, pulling a nail, etc.*
   b. *Use complete sentences to name and/or list items such as screws, nails, etc.*
   c. *Explain how to select a screwdriver for a specific job and screw.*
   d. *Explain the difference among box, finishing, common, and casing nails.*

Suggested Activities

For the English Teacher:

1. Write letters to companies for free information on tools, the use of wall paneling, concrete projects, etc.

2. Study newspaper advertisements for tools. Compare quality and prices.

3. Study classified ads for job opportunities in construction trades. Discuss orally or write about these opportunities.

4. Write summaries of field trips.

5. Use shop terminology for word study and to practice dictionary skills.

6. Check newspapers for accidents related to the construction industry. Discuss how these might have been prevented.

7. Convert definitions to sentence form.

General Construction Trades
Wood Fasteners

Suggested Activities

Instructor:

1. Provide student with information and job sheets.
2. Make transparencies.
3. Discuss terminal and specific objectives.
4. Discuss information sheets.
5. Demonstrate procedures for completing job sheets.
6. Give quiz.

Student:

1. Study information sheet.
2. Demonstrate your ability to accomplish the procedures outlined in the job sheets.
3. Take quiz.

Instructional Material

Provided in this Unit:

1. Information sheet
2. Job sheets #1- Placing Screws
   #2- Driving nails
3. Transparency masters #1- Types of screw heads
   #2- Kinds of nails
4. Quiz
5. Answers to quiz

General Construction Trades
Wood Fasteners

Information Sheet

I. Kinds of screws
   - A. Flat head
   - B. Round head
   - C. Oval head
   - D. Lag
   - E. Phillips

II. Types of screw heads (Transparency 1)
   - A. Round
   - B. Flat
   - C. Oval

III. Specifying in purchasing screws
   - A. Amount
   - B. Length
   - C. Diameter
   - D. Size
   - E. Quantity
   - F. Type of head
   - G. Finish
   - H. Use

IV. Determine length of nails
   - A. All nails same penny are the same length
   - B. Divide penny by 4 and add 1/2 inch to find length of nails up to 10 penny

V. Hammers
   - A. Bell-faced--striking surfaces that are slightly round or convex
   - B. Flat-faced--striking surfaces are flat and are easier to learn to use

VI. Nails (Transparency 2)
   - A. Common
   - B. Box
   - C. Finishing
   - D. Casing
   - E. Plaster board
   - F. Barbed roofing
   - G. Shingle
   - H. Duplex

General Construction Trades
Wood Fasteners

Job Sheet #1 - Placing Screws

I. Tools and equipment

A. Common screwdriver

B. Electric hand drill

C. Twist drill or wood screw pilot bits

II. Materials needed

A. 2-1" x 4" x 4" pine board

B. 3 screw-oval head, flat, and round head size 9

III. Procedures

A. Select two boards to be fastened together with screws

B. Using an awl, locate and mark the points where screws are to be inserted

C. Select the type and size of screw

D. Select the correct size of bit or drill for the pilot hole

E. Fasten the drill in the chuck of a hand or power tool. Drill through the first piece of wood and into the second one to correct depth

F. Select the correct size of drill or bit for the shank hole. Place it in the chuck. Remove the top piece of wood and drill the shank hole through it

G. Counter sink the shank hole if an oval-or flat-head screw is to be used

H. Select a screw driver to fit the screwhead

I. Coat the screw lightly with soap, paraffin, or wax to make it turn easily

J. Hold the screw driver tip firmly in the slot and drive the screw into place

General Construction Trades
Wood Fasteners

Job Sheet #2 - Driving Nails

I. Tools and equipment

A. Claw hammer

II. Materials needed

A. Nails

B. Block of wood or some old scrap board

III. Procedures

A. Select the correct type and size of nail for the job

B. Drive the nail with the hammer until it is practically flush (smooth) with the wood. Hold the nail when first starting the driving. (The length of the nail should be about three times the thickness of the first board.)

C. When desired, set the head of the nail about 1/16 inch below the surface of the wood. Use a nail set. Fill the hole with putty or wood plastic.

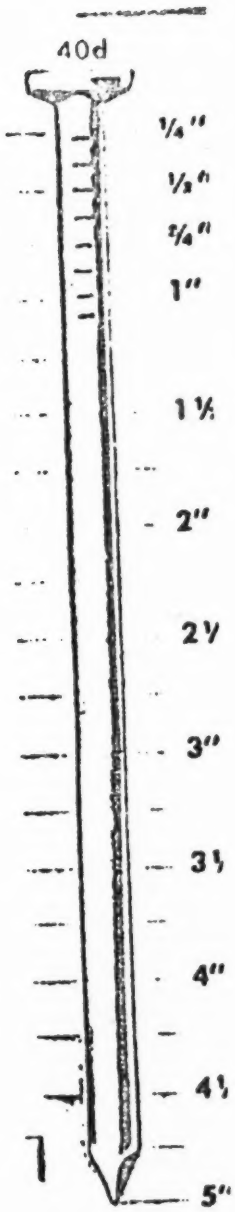
TRANSPARENCY NO. 8

SCREW TYPES

OVAL HEAD ROUND HEAD FLAT HEAD

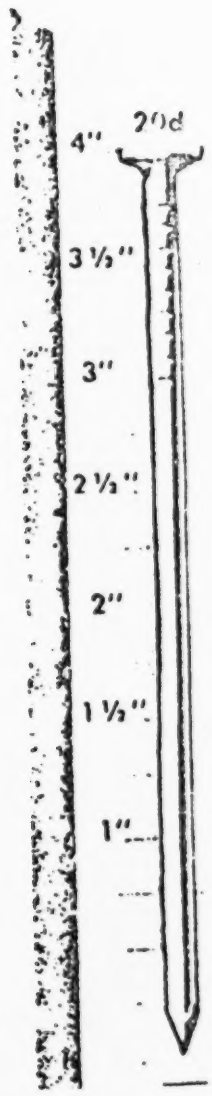
TRANSPARENCY NO. 2

NAILS

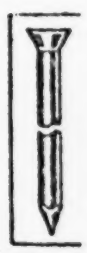


BOX

FINISHING



COMMON



CASING

General Construction Trades
Wood Fasteners

Quiz

1. Name three types of screw heads.

   a.
   b.
   c.

2. Name four types of screws.

   a.
   b.
   c.
   d.

3. Name eight things to specify when purchasing screws.

   a.
   b.
   c.
   d.
   e.
   f.
   g.
   h.

4. Name four kinds of nails

   a.
   b.
   c.
   d.

5. How are the lengths of nails determined?

6. How do you distinguish between a bell-faced and a flat-faced hammer?

7. Demonstrate to the instructor the proper procedures for completion of the following jobs:

   a. Driving nails
   b. Pulling nails
   c. Attaching wood with screws

General Construction Trades
Wood Fasteners

Answers to Quiz

1. a. Round
   b. Flat
   c. Oval

2. Any four of the following:

   a. Flat head
   b. Round head
   c. Oval head
   d. Lab
   e. Phillips

3. a. Amount
   b. Length
   c. Diameter
   d. Size
   e. Quantity
   f. Type of head
   g. Finish
   h. Use

4. Any four of the following:

   a. Common
   b. Box
   c. Finishing
   d. Casing
   e. Plaster board
   f. Barbed roofing
   g. Shingle
   h. Duplex

5. All nails same penny are the same length; divide penny by 4 and add 1/2 inch to find length of nails up to 10 penny.

6. Bell-faced surfaces are slightly round and flat-faced are flat and are easier to learn to use.

Home and Community Services
Clothing Services
Getting to Know Your Machine
Unit I

Terminal Objective

After the end of the 3-hour unit, the student will be able to name and locate each of the twelve (12) principal parts of the sewing machine head.

Specific Objectives

Using a diagram of the head of the sewing machine, the student will be able to locate and name the following parts of the sewing machine:

1. Spool pin
2. Take-up lever
3. Presser bar lever
4. Presser foot
5. Throat plate
6. Feed dog
7. Slide plate
8. Needle
9. Needle thread tension
10. Stitch regulator
11. Bobbin winder
12. Hand wheel

Write sentences or paragraphs describing the use of these parts of the sewing machine

Home and Community Services
Clothing Services

Vocabulary for Unit II*

1. Pivot
2. Posture
3. Activate
4. Powered
5. Operate
6. Position
7. Indicate
8. Parallel
9. Regulate
10. Slot
11. Groove
12. Select
13. Insert
14. Regular

Each student use one of these words in a sentence and present them orally to the class

*NOTE: This suggested vocabulary list may be used by the communications (English) teacher.

Home and Community Services
Clothing Services

Assignment Sheet - Vocabulary Terms

These terms may be given to the communications teacher for use as a spelling lesson and/or dictionary usage.

1. Guide
2. Device
3. Part
4. Memorize
5. Sequence
6. Identify
7. Handling
8. Upper
9. Skillful
10. Scramble
11. Tension
12. Discs
13. Spring
14. Retaining
15. Eyelet
16. Clamp
17. Path
18. Sufficient

Use dictionary skills

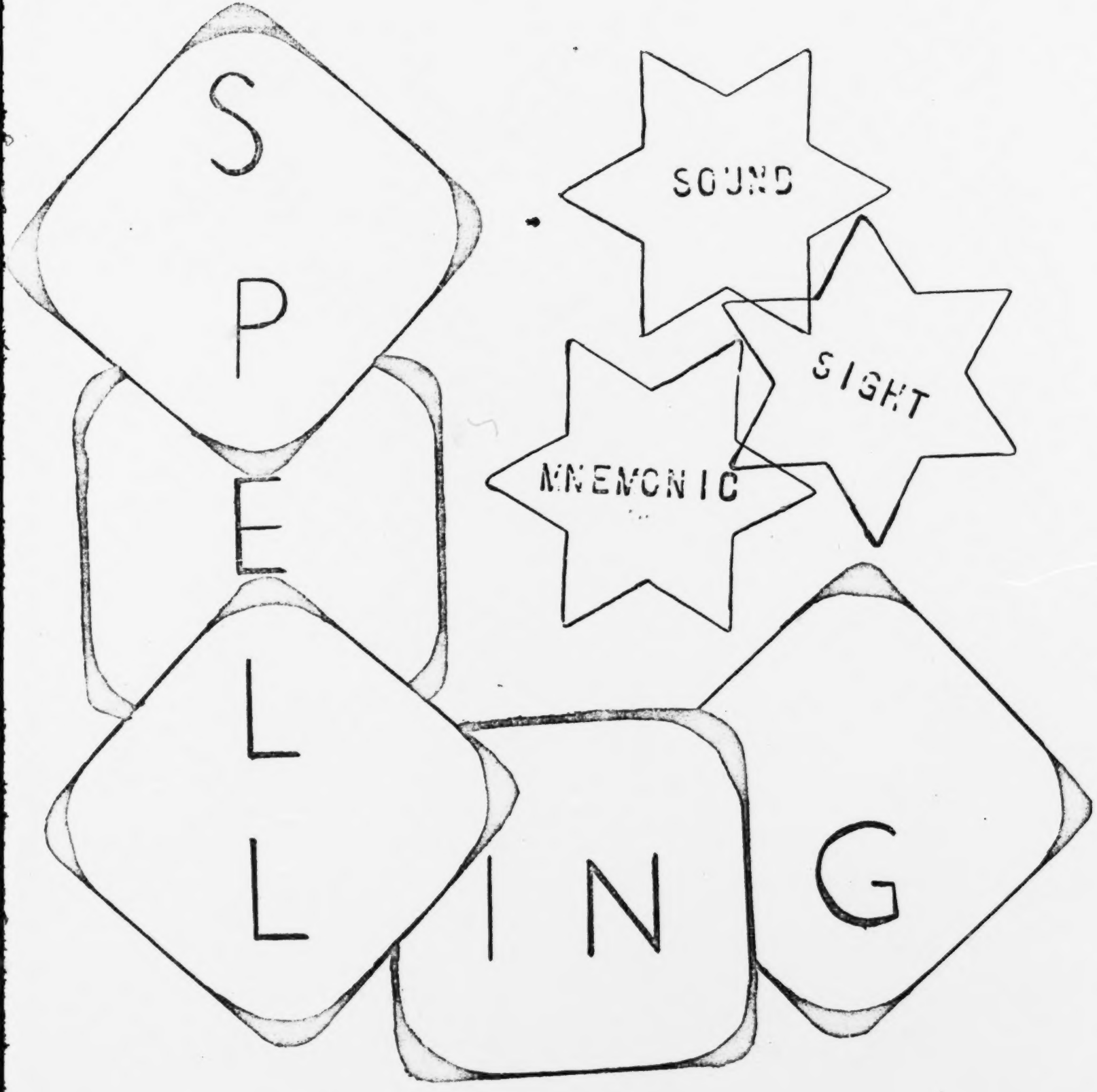
Use word study skills

Write complete sentences using these words

APPENDIX B

SAMPLE SPELLING UNIT

(Courtesy Murray Lucas, Communications Teacher, Tulsa Area School.)


S
P
E
L
L
I
N
G
SOUND
SIGHT
MNEMONIC

COMMUNICATIONS I

(English 113)

U N I T I I

S P E L L I N G

TERMINAL OBJECTIVES

After completion of this unit, the student should be able to demonstrate his knowledge of the two most important rules of spelling improvement and should be familiar with the three basic methods of spelling improvement:

Sound
Sight
and
Mnemonic

He should be acutely aware that his knowledge of spelling pitfalls and his application of dictionary usage where he recognizes its need are equally important as are the few rules that offer help in spelling improvement of the regular and well-behaved words in our language.

UNIT II

S P E L L I N G

INFORMATION SHEET

The words we write and speak are not like seas or mountains or deserts or trees or other things that can exist apart from people. Words exist only because people make them and use them to communicate. Our words are arrangements of sounds -- symbols used to transmit thoughts from one mind to the minds of others. When we spell them in written communication, we use combinations of written letters to represent the sounds -- in a way acceptable and understandable to those using our language.

In the matter of spelling, the most important rule is this:

WHEN IN DOUBT, CONSULT THE DICTIONARY

The next most important rule is this:

TRY TO MASTER THE PRINCIPLES OF SPELLING
SO AS TO AVOID FREQUENT TRIPS TO THE DICTIONARY

A high percentage of our words are regular and well-behaved in their spelling. If you have command of the common spelling behavior, you can associate the spelling of many words with familiar spelling patterns.

Why is Precise Spelling

Essential to an Effective Business Communicator?

Our opinions and judgments are so often influenced by the visual impressions we receive. For instance, a rumpled sports jacket worn by a job applicant would probably cause the interviewer to make this eye-mind connection: sloppy appearance -- sloppy work. Although such a judgment may not necessarily be sound, the applicant would nevertheless have little chance of being considered for the job opening.

Similarly, a spelling error in any business communication -- be it a letter, an order, a sales slip, a promotion flyer, or whatever -- runs the risk of setting up this eye-mind association: low-grade writing = low-grade company and product.

As a business writer, then, your status and your advancement possibilities may be affected by your ability, or inability, to spell words correctly. Correct spelling is essential for quick, accurate, unprejudiced understanding of written messages. Whether we like it or not, there comes a time in everyone's life when he will be judged on the basis of competence or incompetence in spelling.

In the following pages you will find some guides to correct spelling. These guides will help you to enlarge your present wirtten vocabulary and give you confidence in using the written word. Suggestions for sight and sound spelling improvement will be offered. Your attention will be called to some areas where your alertness is required to avoid spelling pitfalls -- those pitfalls that make consulting a dictionary imperative. Examples of the use of mnemonic aids to remember the spelling of particularly troublesome words, called demon words, will be shown.

Whether you are already a good speller and need only to enlarge your present written vocabulary or not a good speller (one who needs to overcome spelling difficulties and enlarge vocabulary) you will find the principles offered in these information sheets will serve your purposes well.

COMMUNICATIONS I

(English 113)

UNIT II -- SPELLING

PART I

SPELLING BY SOUND

Specific Objectives

After one hour of classroom instruction and one semester of classroom activities in practical application of the arbitrary rules, the student should be able to achieve 85 to 100% accuracy on a recognition-type spelling test in which these points would be covered in the application questions:

1. Guides for handling words ending in Final "Y"
2. Guides for spelling words containing "IE" and "EI" Combinations
3. Memory work for particular words serving as exceptions to the guides set out in items 1 and 2 above.
4. Guides for proper use of word endings "ful," "ous," "ally," and "ily."
5. Guides for general rules for handling words ending in Silent "E."
6. Memory work on words serving as exceptions to the general rules covered in item 5 above.
7. Guides for Doubling the Final Consonant.
8. Guides for Not Doubling the Final Consonant.

PART I

S P E L L I N G B Y S O U N D

A business writer needs to know some specific rules that will supplement his ability to hear so that he may master variations in spelling. Because of the many variations in the spelling of English words, a business writer must command a knowledge of the principles that almost always hold true.

FINAL "Y"

Many of our common nouns end in "y"; sky, company, attorney, valley. The spelling of the plurals of these common nouns depends on whether the "Y" is preceded by a consonant or a vowel.

Words ending in "y" preceded by a consonant change the "y" to "i" before any suffix except one beginning with "i."

sky	- skies	ordinary	- ordinarily	heavy	- heaviest
company	- companies	happy	- happiest	defy	- defiant
comply	- compliance	likely	- likelihood	modify	- modifier

BUT:

bury	- burying	accompany	- accompanying
thirty	- thirtyish	copy	- copying
copy	- copyist	study	- studying

Words ending in "y" preceded by a vowel usually retain the "y" before any suffix.

attorney	- attorneys	delay	- delayed	annoy	- annoyance
valley	- valleys	obey	- obeying	betray	- betrayal

EXCEPTIONS:

babyhood daily ladylike laid paid said shyness spryly

"EI" - "IE" WORDS

Among the most frequently misspelled words are these:

receive	deceive	perceive	conceit	believe	relieve
receipt	deceit	conceive	belief	relief	

It would be difficult to improve on the well-known poem to give our rules for correct usage of the "ei-ie" combinations:

Put "i" before "e"
Except after "c"
Or when sounded like ā
As in "neighbor" and "weigh."

MNEMONIC AID: A LI CE

In "Alice" we see the combinations "li" and "ce." These combinations can help remember that the correct spelling after "l" is "ie"; after c, "ei" -- believer, but receiver. The A can help us remember the long a sound -- neighbor, weight.

I BEFORE E

CHIEF	FIELD	NIECE	PIECE
BRIEF	YIELD	VARIETY	FIERCE

AFTER C

DECEIVE	CEILING	RECEIPT	RECEIVE

SOUNDED LIKE ā

FREIGHT	THEIR	EIGHT
WEIGHT	HEIR	VEIN

MEMORIZE THESE EXCEPTIONS:

ancient	either	forfeit	neither	sovereign	weird
conscience	financier	height	science	species	
efficient	foreign	leisure	seize		

ENDINGS "FUL," "OUS," "ALLY," "ILY"

To spell correctly the endings "ful," "ous," "ally," and "ily," a writer needs more than a trained ear. He must know that:

- The suffix "ful" has only one "l": careful, skillful, sorrowful

- The adjective ending whose sound is "us" is spelled "ous": monotonous, serious, tremendous

- The ending "ally" has two "l's": accidentally, generally, usually

- The ending "ily" has one "l": family, necessarily, readily

FINAL SILENT "E"

Words ending in silent "e" usually drop the "e" before a suffix beginning with a vowel.

use	- usage	judge	- judging
force	- forcible	desire	- desirous
separate	- separating	arrive	- arrival

EXCEPTIONS:

- The final "e" is retained for correct pronunciation:

advantage	- advantageous	enforce	- enforceable	notice	- noticeable
change	- changeable	manage	- manageable	outrage	- outrageous
replace	- replaceable	service	- serviceable	Europe	- European

- The final silent "e" is retained to prevent confusion between words:

die	- dying	BUT	. . . . .	dye	- dyeing
sing	- singing.	BUT	. . . . .	singe	- singeing

- The final silent "e" is retained to aid ease in reading:

acreage	decreeing	hoeing	seeing
agreeable	eyeing	mileage	shoeing

- Words ending in silent "e" usually retain the "e" before a suffix beginning with a consonant.

manage	- management	(but: managing)
like	- likeness	(but: likable)
excite	- excitement	(but: excitable)
agree	- agreement	(but: agreeing)

MEMORIZE THESE EXCEPTIONS:

abridge	- abridgment	due	- duly	true	- truly
acknowledge	- acknowledgment	gentle	- gently	whole	- wholly
argue	- argument	judge	- judgment	wise	- wisdom
awe	- awful	nine	- ninth		

NOTE: The dictionary gives abridgement, acknowledgement, and judgement as second spellings. Preferred spelling of these words is as shown in list above, without the final silent "e."

WHEN TO DOUBLE THE FINAL CONSONANT

- When a word of one syllable ends in a single consonant (bag) preceded by a single vowel (bag) double the final consonant before a suffix beginning with a vowel (baggage) or before the suffix y (baggy).

drop - dropped	plan - planning	grip - gripping	skin - skinny
hop - hopping	clan - clannish	slip - slippage	ship - shipper
mop - mopping	glad - gladden	swim - swimming	bet - bettor

EXCEPTION: gas - gaseous

- When a word of more than one syllable ends in a single consonant (defer) preceded by a single vowel (defer) and the accent falls on the last syllable of the root word (defer), double the final consonant before a suffix beginning with a vowel (deferred).

IMPORTANT: Three conditions must be met to double the final consonant.

a. The last syllable of the base word is accented,
b. The vowel sound in the last syllable is short, and
c. The suffix to be added begins with a vowel.

begin - beginning
compel - compelled, compelling
concur - concurrent
control - controlled, controller
equip - equipped, equipping
occur - occurred, occurrence, occurring
omit - omitted, omitting
transmit - transmittal, transmitted, transmitting

NOTE: If the accent shifts to the first syllable of a word when a suffix beginning with a vowel is added, the final consonant is not doubled.

defer -	deferred	(but: deference)
prefer -	preferred, preferring	(but: preferable)
transfer -	transferred	(but: transferable)

Though many of our present authorities in the spelling field tell us that all we need to learn in the area of the final consonant in doubling or not doubling are the three rules shown above for conditions to be met "to double the final consonant," the rules for not doubling are given on the following page.

WHEN THE FINAL CONSONANT IS NOT DOUBLED

- When a word of one syllable ends in a single consonant (bad) preceded by a single vowel (bad), do not double the final consonant before a suffix beginning with a consonant (badly).

  ship - shipment glad - gladness drop - droplet

- When a word of one syllable ends in a single consonant (hope) followed by a silent "e" (hope) and the sound of the single vowel preceding the single consonant (hope) is a long sound, do not double the final consonant before a suffix beginning with a vowel (hoping).

  gripe - griping hope - hoping mope - moping plane - planing

- When a word of more than one syllable ends in a single consonant (benefit) preceded by a single vowel (benefit) and the accent does not fall on the last syllable of the root word (benefit) do not double the final consonant before a suffix beginning with a vowel (benefited).

  cancel - canceled, canceling (but: cancellation)
  credit - credited, creditor
  differ - differed, differing
  equal - equaled, equaling
  profit - profited, profiting

  EXCEPTIONS: programmed - programmed, programming
  kidnap - kidnapped, kidnapping

- When a word of one or more syllables ends in a single consonant (cloud, repeat) preceded by more than one vowel (cloud, repeat), do not double the final consonant before any suffix, whether it begins with a consonant or a vowel (cloudless, repeating).

  droop - droopy groan - groaned deceit - deceitful conceal - concealed
  eat - eaten chief - chiefly wood - woody repeal - repealed
  need - needed look - looking

- When a word of one or more syllables ends with more than one consonant (work, detach), do not double the final consonant before any suffix (workman, detached).

  confirm - confirming return - returned hand - handful warm - warmly

NOTE: Words ending in "ll" usually retain both consonants before a suffix. However, when adding the suffix "ly," drop one "l" from the root word; when adding the suffixes "less" or "like," insert a hyphen between the root and the suffix.

  skill - skillful full - fully hull - hull-less
  install - installment dull - dully shell- shell-like

COMMUNICATIONS I

(English 113)

UNIT II -- SPELLING

PART II

SPELLING BY SIGHT

Specific Objectives

After one hour of classroom instruction, the student should be able to recognize spelling pitfalls in word beginnings, word endings, and silent letters. The student should be able to recognize areas in which the dictionary is a necessary aid to correct spelling.

At the end of the semester, the student should be able to identify with 85 to 100% accuracy on a recognition-type test the correct spelling of words falling in the word beginning, word ending, and silent letter in all categories. A list of these words which are commonly used in business writing is supplied to the student in this unit.

Future Objective

After completion of this unit, the student should be able to realize that his success on the job will be achieved when he puts to command the words which are most often used in his particular job position and keeps to a minimum the trips to the dictionary to verify the spelling of these words.

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PART II

S P E L L I N G B Y S I G H T

Dictionary Alertness

Good spellers are not necessarily those who can pluck out of their memories the correct spelling of all words they write. A much more likely possibility is that they know where the spelling pitfalls lie and therefore are alert to the need for consulting a dictionary.

Your attention is called here to the most common spelling pitfalls. Be alert to those tricky combinations that are the nemesis of so many business writers.

Remember your most important rule in the matter of spelling:

WHEN IN DOUBT, CONSULT THE DICTIONARY

One of the most helpful techniques in learning to spell by sight is learning KINESTHETICALLY (through the muscles) by writing or typing a word until you see the word as well as write it automatically.

However, spellers cannot live long enough to study and to write repeatedly all the words that cannot be spelled by sound. You will do well to study, write, and learn the words you will use most often in your field of business writing.

For those who desire to do so, spelling proficiency can be achieved through development of two skills:

1. To have become positive of the spelling of the most-used words (by memorizing and by kinesthetic learning).

2. To have become trained in recognizing when they must use a dictionary.

WORD BEGINNINGS

WORDS BEGINNING IN PER, PUR, AND SER, SUR

These words which begin with the prefixes per, pur, and ser, sur present spelling obstacles because they sound alike. If you are not absolutely sure of the correct spelling of any given word, check a dictionary. There are many words beginning in these prefixes which are commonly used in business writing; these words should be a part of your memory business vocabulary.

perceptible	purchase	service	surface
personnel	purpose	serviceable	surplus
persist	pursuit	servant	surgeon

WORD ENDINGS

There are ten groups of word endings that are tricky because they have similar sounds or because they may be pronounced carelessly. The spelling of these endings, however, differs. Do not try to guess at the spelling of words with the following endings -- USE YOUR DICTIONARY. Following each group is a list of words used commonly in business writing; these words should all be a part of your memory vocabulary for business writing.

WORDS ENDING IN ANT, ANCE, AND ENT, ENCE

If these endings were clearly enunciated as ant, ance, ent, ence, they would present no problem for the person who can spell by ear. However, because they are so often sounded "unt" and "uns" and because there are so many words with these endings, they are a spelling danger spot. They must be spelled by eye, not by ear. Some common words having these endings are the following:

accountant	avoidance	competent	absence
descendant	perseverance	dependent	existence
reluctant	remittance	obedient	interference
tenant	resistance	permanent	violence

WORDS ENDING IN ABLE, IBLE, AND ABILITY, IBILITY

The sound "uhble" which might be able or ible and the sound "uhbility" which may be ability or ibility are spelling traps. The alert writer consults a dictionary in order to avoid misspelling these endings. Some common words are the following:

advisable	acceptability	collectible	feasibility
attainable	availability	deductible	flexibility
payable	mailability	devisible	plausibility
receivable	probability	indelible	susceptibility
returnable	salability	permissible	visibility
valuable		reversible	

WORDS ENDING IN THE "SHUN" SOUND OR IN THE "SHUS" SOUND

The ending "shun" may be spelled tion, sion, or even cian, tian, sian, cion, or xion. The ending "shus" may be cious or tious. Some memory work may be done on these commonly used words; but, at the same time, remember never to trust a "shun" or "shus" ending -- consult your dictionary if not confident.

attention	complexion	conscious	audacious
collision	extension	precious	conscientious
connection	suspension	suspicious	pretentious
ignition	suspicion	technician	propitious

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WORDS ENDING IN THE "SHUL" SOUND OR IN THE "SHENT" SOUND

The ending that sounds like "shul" is sometimes spelled cial and sometimes sial. A "shent" ending might be cient or tient. Look at the following words and learn how they are spelled, but never take chances on the spelling of any word ending in "shul" or "shent."

artificial	essential	ancient	patient
beneficial	partial	deficient	proficient
judicial	substantial	efficient	quotient

WORDS ENDING IN ISE, IZE, AND YZE

The most usual ending is ize. However, some of the most commonly used words end with ise.

Two, and only two, common words end in yze; they are analyze and paralyze. There are a few other, highly technical, words that end in yze and those of you who are sufficiently familiar with chemistry or physics will need to learn these words for use in these fields -- dialyze, catalyze, and electrolyze.

apologize	specialize	advertise	merchandise
criticize	summarize	enterprise	surprise
realize			

WORDS ENDING IN CAL OR CLE

A "kul" sound may be spelled either cal or cle. An expert writer, therefore, never trusts the spelling of these word endings. If he has the slightest doubt as to their spelling, he checks a dictionary. Study the following words:

electrical	mechanical	article	spectacle
identical	technical	obstacle	vehicle

AR(Y), ER(Y), OR(Y) WORD ENDINGS

Stationary and stationery end with the same sound, but they are spelled differently. Words that end in ar(y), er(y), or or(y) should be recognized as spelling hazards, and the business communicator should check their spelling. He should memorize the spelling of the following words:

calendar	advertiser	debtor	inventory
grammar	adviser	exhibitor	customary
	transformer		

WORDS ENDING IN SEDE, CEED, CEDE

There are only a few words having "seed" sounding endings; they are frequently incorrectly because the ending has three different spellings. This group should not be troublesome if you memorize these facts:

(1) The only word ending in sede is supersede.
(2) The only words ending in ceed are exceed, proceed, and succeed.
(3) All other seed sounds in words, then must be spelled cede.

MEMORIZE: Exception -- proceduze

SILENT LETTERS

Words that contain silent letters are frequently misspelled, mainly because of lack of training in spelling by sight. The "look and learn" method must be used to ensure correct spelling of words like those in the list below.

Because the pronunciation is so important in learning to spell this type of word, consult a dictionary for the pronunciation of any unfamiliar word.

bargain	hygiene	knack	pneumatic
exhaust	incandescent	mortgage	psalm
flourescent	indebtedness	nuisance	solder
gnaw	indict	pledge	vehicle

WORD DIVISION

Here are some closely-related problems to the area of spelling. Business writing includes enough examples that even a cursory study of business correspondence reveals that a few oft-recurring errors would be avoided by knowing some of the basic facts about a relatively small group of words.

Always One Word

Cannot, nevertheless, and inasmuch are always written as one word.

> Inasmuch as we are overstocked, we cannot accept your offer; nevertheless, we do appreciate your thinking of us.

Always Two Words

Alright is not an accepted word. Although alright is given in some dictionaries, it is generally not recognized by authorities as proper.

> The machine is now operating all right.

Sometimes One Word, Sometimes Two Words

The use of may be or maybe confuses some writers. A memory hook for instant correct usage is this: If the word perhaps can be substituted, write maybe; otherwise write may be. Remember that perhaps is one word and that maybe is one word.

The same sort of confusion exists between use of all ready or already. Already means "previously, time past." If the meaning is not "previously," all ready is correct.

COMMUNICATIONS I

(English 113)

UNIT II -- SPELLING

PART III

SPELLING BY MNEMONIC METHOD

Specific Objectives

After one hour of classroom instruction, the student should be able to develop his own mnemonic aids for the words that are demon (extremely troublesome) word to him.

This is individual action and the student's success will be measured through his ability to put these aids to use and to apply them to test situations in any spelling skill measurement.

PART III

S P E L L I N G B Y M N E M O N I C M E T H O D

A spelling help you may find useful is called the mnemonic method. It is important that you know whether you rely upon your eye, upon your ear, or upon both senses when you are spelling a word. Oftentimes merely taking the time to analyze yourself is all that is necessary. There are times, however, when demon words defy your scientific knowledge. On these occasions special slogans or sayings devised to help you remember the spelling of a particular word may be a real help.

An example of a mnemonic device in the sentence, "There is a rat in separate." If you have trouble remembering a particular spelling, a motto like this can help you. These devices often help you to develop necessary memory connections after all other means have failed.

It is only fair to warn you that special schemes such as these should not be overdone lest they turn out to be a hindrance rather than a help. A few mental supports, such as associating <u>where</u> with <u>here</u>, may tide you over a tough spot, but too many of these spelling tricks are a burden on your memory and are not a substitute for a good method of learning.

The best mnemonic suggestions that have worked successfully for a number of persons on some of the demon words are the following:

AMONG	- The little word "on" is found in among.
ANNOUNCEMENT	- The word announcement ends in cement.
ACKNOWLEDGE	- There is an edge in acknowledge.
ALL RIGHT	- Would alwrong look all right? A misspelled word is not all right; it is all wrong.
ANGLE - ANGEL	- Angel is soft as gelatine; Angle is hard as gleaming steel.
ATTENDANCE	- At ten (we will) dance. We need your attendance at the dance.
BARGAIN	- It is not a bargain unless you really gain.
GRAMMAR	- Anyone can spell the first half; copy the second part from the first in reverse order.
LABORATORY	- This is easy to spell if one puts labor into it.
SEPARATES	- Pa rates 100 percent on this. There is a rat in separate.
VILLAIN	- To eliminate the spelling error on villain, picture a villain out in the rain with water dripping from his mustache.

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S P E L L I N G

I M P R O V E M E N T B Y M N E M O N I C M E T H O D

T E S T

Name_____
Class
Section_____ Date_____

P R O C E D U R E: In the ten pairs of words shown below, one is correctly spelled and one is the most-often occurring misspelling. Select the one that you believe to be the correct spelling by writing the letter "a" or "b" in the blank provided.

_____ 1.	(a) amoung	(b) among
_____ 2.	(a) announcement	(b) announcment
_____ 3.	(a) acknowledge	(b) acknowlege
_____ 4.	(a) all right	(b) alright
_____ 5.	(a) attendence	(b) attendance
_____ 6.	(a) bargin	(b) bargain
_____ 7.	(a) grammar	(b) grammer
_____ 8.	(a) laboratory	(b) labratory
_____ 9.	(a) seperates	(b) separates
_____10.	(a) villian	(b) villain

S P E L L I N G B Y S I G H T

PRETEST

Name_____
Class
Section_____ Date_____

PART I: WORD BEGINNINGS -- We have two pairs of word beginnings that have identical pronunciation. Some commonly used words are shown below. Write the beginning you would select to complete these words.

"Ser or Sur"		"Per or Pur"	
_____face	_____viceable	_____pose	_____ceptible
_____vant	_____plus	_____chase	_____suit
_____geon	_____vice	_____sonnel	_____sist

PART II: WORD ENDINGS -- There are ten groups of word endings that are tricky because they have similar sounds or because they may be pronounced carelessly. There are many of these words used commonly in the business world. The words below are chosen from commonly used terms; write the ending you believe to correctly complete the words.

A. The following words end in the sound "unt." This sound may be spelled either -ant or -ent. Which ending would you use to complete these words?

account_____	depend_____	obedi_____
descend_____	reluct_____	perman_____
ten_____	compet_____	

B. The following words end in the sound "uns" -- which spelling would you select for these words, -ance or -ence?

avoid_____	persever_____	abs_____
exist_____	remitt_____	interfer_____
viol_____	resist_____	

C. The following words end in the sound "uhble" -- the sound may be spelled -ible or -able. Which would you use to complete these words?

pay_____	reduc_____	return_____
deduct_____	revers_____	collect_____
notic_____	valu_____	attain_____

7. The following words end in the sound "uhbility" -- would you choose spelling -ability or -ibility for these words?

prob_____ feas_____ plaus_____

avail_____ flex_____ accept_____

suscept_____ vis_____ mail_____

8. The following words end in the sound "shun" -- it may be spelled tion, sion, or even cian, tian, sian, cion, or xion. What would you select for these words?

comple_____ igni_____ atten_____

suspi_____ exten_____ suspen_____

colli_____ connec_____ techni_____

9. The following words end in the sound "shus," spelled -cious or -tious. What is your selection for these words?

propi_____ conscien_____ cons_____

pre_____ preten_____ suspi_____

10. The following words end in the sound "shul." Sometimes spelled -cial and sometimes -tial. How would you complete these words?

par_____ judi_____ essen_____

substan_____ artifi_____ benefi_____

11. The following words end in the sound "shent," spelled -cient or -tient. Complete the following words with your choice of these spelling:

profi_____ defi_____ an_____

quo_____ pa_____ effi_____

12. The ending sound "ize" may be spelled -ize or -ise or even -yze. Select the ending you would use for these words:

apolog_____ enterpr_____ anal_____

special_____ merchand_____ paral_____

summar_____ advert_____ surpr_____

J. A "kul" sound may be spelled either -cal or cle. How would you complete these words?

electri_____ mechani_____ arti_____

spect_____ identi_____ techni_____

obsta_____ vehi_____

K. Stationary and stationery end in the same sound, but they are spelled differently. Ar(y), er(y), or or(y) endings are spelling hazards. Here are some words that should be part of your memory vocabulary. Select the ones you consider as incorrectly spelled by placing a check mark (X) in the blank preceding the word:

_____calendar _____advertiser _____debtor

_____grammar _____adviser _____exhibitor

_____customary _____transformer _____inventory

L. "Seed" sound may be spelled -sede, ceed, cede. How would you complete these words?

ex_____ super_____ con_____

pro_____ inter_____ pre_____

suc_____ ac_____ re_____

PART III: SILENT LETTERS -- Some of the words shown below are spelled correctly; some are spelled as pronounced, not as correctly spelled. If you believe the word to be correctly spelled, put a check mark in the blank provided; if you do not believe it to be correct, write the correct spelling in the blank.

bargain_____ hygiene_____ knack_____

exhaust_____ floorescent_____ gnaw_____

incandescent_____ indebtedness_____ indit_____

mortgage_____ nuisance_____ pledge_____

pneumatic_____ psalm_____ solder_____

vehicle_____ asertain_____ adjourn_____

S P E L L I N G BY S O U N D

PRETEST

Name _____
Class
Section _____ Date _____

PART I: FINAL "Y" -- Correct whatever spelling errors you find in these sentences. Underline the word incorrectly spelled; write the correct spelling in the blank provided at the end of each item. If you find no spelling errors in a sentence, write "OK" in the blank.

1. Most large suburban communitys have a shopping center. _____

2. Department stores require that credit accounts must be payed in thirty days or draw interest. _____

3. Mr. Jones is accompanying Mr. Owen on the flying excursion to the Bahamas. _____

4. The shyness of most students is observed daily in their reluctance to volunteer for oral participation. _____

5. Mr. Arthur gave the attornies instructions concerning the law suit. _____

PART II: "EI - IE" COMBINATION -- Consider each of these words carefully. Fill in the two blanks provided in each word with the combination of "ie-ei" that you believe to be the correct one to complete that word.

1. consc __ __ nce
2. f __ __ ld
3. h __ __ r
4. ch __ __ f
5. c __ __ ling
6. var __ __ ty
7. br __ __ f
8. n __ __ ce
9. effic __ __ nt
10. fr __ __ ght
11. rec __ __ pt
12. sc __ __ nce
13. for __ __ gn
14. rec __ __ ve
15. sover __ __ gn
16. w __ __ ght
17. financ __ __ r
18. p __ __ ce
19. n __ __ ther
20. v __ __ n

T III: WORD ENDINGS (SUFFIXES) -- Correct any spelling errors you find in these sentences. Underline the word incorrectly spelled; write the correct spelling in the blank provided. If no words are misspelled in a sentence, write "OK" in the blank.

We are hoping your latest venture turns out satisfactorily. _____

The new receptionist has a rather fretfull voice. _____

Your error has placed us in a most ridiculus position. _____

Incidentally, we talked to your buyer at the convention. _____

We did not intend that our statement be taken literaly. _____

RT IV: SILENT "E" - Consider the spelling of each of these words carefully in relation to final silent "e." Circle the number in front of the ones that you believe to be incorrectly spelled.

usage	6. forcible	11. separating	16. judging
desireous	7. arrival	12. advantageous	17. changable
enforceable	8. outragous	13. European	18. dying
dyeing	9. acreage	14. eyeing	19. manageable
management	10. abridgment	15. wisdom	20. judgment

RT V: DOUBLING THE FINAL CONSONANT -- You are given a base word and a suffix to be added to the base word. In the blank provided, join the two parts as you believe they should be correctly spelled.

drop + ed	_____	11. begin + ing	_____
hop + ing	_____	12. hope + ing	_____
ship + ment	_____	13. benefit + ed	_____
slip + age	_____	14. occur + ence	_____
deceit + ful	_____	15. return + ed	_____
skill + ful	_____	16. hull + less	_____
defer + ed	_____	17. defer + ence	_____
plan + ing	_____	18. dull + ly	_____
shell + like	_____	19. plane + ing	_____
control + ed	_____	20. differ + ing	_____

APPENDIX C

SPECIFIC OBJECTIVES AND SUGGESTED ACTIVITIES

FOR

PUNCTUATION UNITS

Punctuation #1

Terminal Objective

After completion of this unit of instruction, the student should be able to apply the rules of punctuation for the period, the question mark, and the exclamation mark. This knowledge should be evidenced to t the satisfaction of the instructor.

Specific Objectives

After completion of this unit of instruction, the student should be able to apply the rules of using a period:

1. at the end of a telling sentence
2. at the end of a sentence which is a request or command
3. after an abbreviation
4. after initials

He should be able to apply the rule of using a question mark:

1. after an asking sentence

He should be able to apply the rules of using an exclamation mark:

1. after a strong exclamation
2. after an exclamatory sentence

Punctuation #1

Information Sheet

1. A period is used:
   a. at the end of a telling sentence
   b. at the end of a sentence which is a command or request
   c. after an abbreviation
   d. after initials
2. A question mark is used:
   a. after an asking sentence
3. An exclamation mark is used:
   a. after a strong exclamation
   b. after an exclamatory sentence

Punctuation #II

Terminal Objective

After completion of this unit of instruction, the student should be able to apply the following rules of punctuation for the comma. This knowledge should be evidenced to the satisfaction of the instructor.

Specific Objectives

After completion of this unit of instruction, the student should be able to apply the following rules of using a comma:

1. between the name of a town or city and the name of a state
2. in a series
3. between the day of the month and the year
4. to set off the name of a person addressed
5. to set off words like <u>yes</u>, <u>no</u>, <u>well</u>, and <u>oh</u>
6. after the complimentary close of a letter
7. to separate a direct quotation
8. after a person's last name when it is written before his first name

Punctuation #II

Information Sheet

1. A comma is used:

   a. between the name of a town or city and the name of a state

   b. in a series

   c. between the day of a month and the year

   d. to set off the name of a person addressed

   e. to set off words like <u>yes</u>, <u>no</u>, <u>well</u>, and <u>oh</u> when they come at the beginning of a sentence

   f. after the complimentary close of a letter

   g. to separate a direct quotation from the rest of a sentence

   h. after a person's last name when it is written before his first name

Punctuation #III

Terminal Objective

After completion of this unit of study, the student should be able to apply the rules of punctuation for the apostrophe. This knowledge should be evidenced to the satisfaction of his instructor.

Specific Objectives

After completion of this unit of instruction, the student should be able to apply the rules of using an apostrophe:

1. in a contraction
2. to show possession or ownership

APPENDIX D

SUGGESTED REFERENCES FOR

COMMUNICATION SKILLS

SUGGESTED REFERENCES FOR COMMUNICATION SKILLS

Reading Laboratory IIIA, IVA, S.R.A.

Modern Grammar in Use, Schlakman, Globe Book Co.

Vocational English Book I, Jochen and Shapiro, Globe Book Co.

Vocational English Book II, Jochen and Shapiro, Globe Book Co.

Journeys in English, Velder and Hoffman, Globe Book Co.

Our American Language, Hamon & Bromberg, Globe Book Co.

English on the Job Book I, Carlin, Christ, and Holder, Globe Book Co.

English on the Job Book II, Carlin, Christ, and Holder, Globe Book Co.

Building Better English, John, Yates & DeLaney, Row, Peterson and Co.

English Grammar and Composition, Warriner, John E., and others, Harcourt, Brace, and World

Plain English Handbook, Walsh, McCormick-Mathers Publishing Co., Inc.

What Good Is English?, Norris & Hanlon, Guidance Services Booklet No. 5-1172, S.R.A.

English As A Communication Skill, Parts 1, 2, 3, 4, 5, No. A018, Bauer, Hosephine, United States Armed Forces Institute, Madison, Wisconsin 53703

English As A Communication Skill, Exercise Books, Parts 1, 2, 3, 4, 5, No. A018.2, Bauer, Josephone, U. S. Armed Forces Institute.

Guidebook to Better English, Level I, Haag, Lydia D., Educational Guidelines Co., Economy Co., Oklahoma City, Oklahoma

Guidebook to Better English, Level II, Haag, Lydia D., Economy Company

Guidebook to Better English, Level III, Haag, Lydia D., Economy Company

Language Exercises, Red Book (5), Grizzard, Mabel Y., Steck-Vaughn Co., Austin, Texas

Language Exercises, Blue Book (6), Grizzard, Mabel Y., Steck-Vaughn Co.

Language Exercises, Gold Book (7), Grizzard, Mabel Y., Steck-Vaughn Co.

Language Exercises, Green Book (8), Grizzard, Mabel Y., Steck-Vaughn Co.

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English Essentials; A Refresher Course, Varnado, Jewel, Steck-Vaughn Co.

Mastering the Sentence, Continental Press, Inc.

Mastering Parts of Speech, Continental Press, Inc.

Mastering Good Usage, Continental Press, Inc.

Mastering Capitalization and Punctuation, Continental Press, Inc.

Help Yourself to a Job, Parts I, II, and III, Dogin, Yvette, Finney Co., Minneapolis, Minnesota 55426

✓

The following items from the Sullivan Associates Programmed Reading for Adults, ordered from the Webster Division of McGraw-Hill Book Company:

1 pkg. Placement Test #798587

2 Book 2: The Sounds of the Letters #618025

1 Teachers Edition - Book 2 #618124

1 Teachers Guide to Programmed Reading for Adults, Books 3 thru 8 #618116

2 Book 3: From Words to Sentences #618033

2 Book 4: Sentence Reading #618041

2 Book 5: Paragraph Reading #618058

2 Book 6: Consecutive Paragraphs #618066

2 Book 7: Content Analysis #618074

2 Book 8: Functional Reading #618082

1 pkg. Achievement Test, Books 1 thru 8

10 Plastic Overlays

The following items from Job Corps, Curriculum Development Branch, 1111 18th Street, Northwest, Washington, D. C. 20210:

10 How to Use the Index #7610-T72-1538- Job Corp

10 Guide to Reading Code Numbers #7610-T72-1539- Job Corp

5 Master Index for Job Corps Graded Selections, July 1968 #7610-T72-1542C - Published by Job Corp

25 Reading Screening Test #7610-T72-1551 - Job Corp

1 Reading Screening Test #7610-T72-1552 - Job Corp

50 Lower Level Reading Placement Test #7610-T72-1579 - Job Corp

4 Lower Level Reading Placement Test Key #7610-T72-1580- Job Corp

50 Upper Level Reading Placement Test - #7610-T72-1581 - Published by Job Corp

3	Upper Level Reading Placement Test Key	#7610-T72-1582 Published by Job Corp
5	Graded Reading Pilot Question Book	#7610-T72-1583C - Published by Job Corp
5	Graded Reading Lab. Answer Key	#7610-T72-1584 -Job Corp
5	Graded Reading Pilot Answer Book	#7610-T72-1585 - Published by Job Corp
5	Readers Digest GRS Key	#7610-T72-1586 - Job Corp
200	Reading Record Sheet	#7610-T72-1587 - Job Corp
1	Bothel Reading Inventory Answer Sheet and Key A	#7610-T72-1629C Published by Follett Publishing Co.
1	Bothel Test Administration and Examiners Kit	#7610-T72-1630C Published by Follett Publishing Co.
1	SRA Job Corps Lab. Level I	#7610-T72-2000C, SRA
1	SRA Job Corps Lab. Level 2	#7610-T72-2001C, SRA
1	SRA Job Corps Lab. Level 3	#7610-T72-2002C, SRA
1	SRA Job Corps Lab. Level 4	#7610-T72-2003C, SRA
1	SRA Job Corps Lab. Level 5	#7610-T72-2004C, SRA
1	SRA Job Corps Lab. Level 6	#7610-T72-2005C, SRA
1	SRA Job Corps Lab. Level 7	#7610-T72-2006C, SRA
1	SRA Job Corps Lab. Level 8	#7610-T72-2007C, SRA
1	SRA Job Corps Lab. Level 9	#7610-T72-2008C, SRA
1	SRA Job Corps Lab. Level 3	#7610-T72-2009C, SRA
1	SRA Job Corps Lab. Level 4	#7610-T72-2010C, SRA
1	SRA Job Corps Lab. Level 5	#7610-T72-2011C, SRA
1	SRA Job Corps Lab. Level 6	#7610-T72-2012C, SRA
1	SRA Job Corps Lab. Level 7	#7610-T72-2013C, SRA
1	SRA Job Corps Lab. Level 8	#7610-T72-2014C, SRA
1	SRA Job Corps Lab. Level 9	#7610-T72-2015C, SRA
1	SRA Pilot Box Level 1	#7610-T72-2016C, SRA

1	SRA Pilot Box	Level 2	#7610-T72-2017C, SRA
1	SRA Pilot Box	Level 3	#7610-T72-2018C, SRA
1	SRA Pilot Box	Level 4	#7610-T72-2019C, SRA
1	SRA Pilot Box	Level 5	#7610-T72-2020C, SRA
1	SRA Pilot Box	Level 6	#7610-T72-2021C, SRA
1	SRA Pilot Box	Level 7	#7610-T72-2022C, SRA
1	SRA Pilot Box	Level 8	#7610-T72-2023C, SRA
1	SRA Pilot Box	Level 9	#7610-T72-2024C, SRA
1	Modern Reading	Book 1	#7610-T72-2060C, Merrill Pub.
1	Modern Reading	Book 2	#7610-T72-2061C, Merrill Pub.
1	Modern Reading	Book 3	#7610-T72-2062C, Merrill Pub.
1	Modern Reading	Book 1	Teacher's Edition #7610-T72-2063C, Merrill Publishing Company
1	Modern Reading	Book 2	Teacher's Edition #7610-T72-2064C, Merrill Publishing Company
1	Modern Reading	Book 3	Teacher's Edition #7610-T72-2065C, Merrill Publishing Company
1	Skill Builder	Level 2, Part 1	#7610-T72-2066C Published by Readers Digest
1	Skill Builder	Level 2, Part 2	#7610-T72-2067C Published by Readers Digest
1	Skill Builder	Level 2, Part 3	#7610-T72-2068C Published by Readers Digest
1	Skill Builder	Level 3, Part 1	#7610-T72-2069C Published by Readers Digest
1	Skill Builder	Level 3, Part 2	#7610-T72-2070C Published by Readers Digest
1	Skill Builder	Level 3, Part 3	#7610-T72-2071C Published by Readers Digest
1	Skill Builder	Level 4, Part 1	#7610-T72-2072C Published by Readers Digest
1	Skill Builder	Level 4, Part 2	#7610-T72-2073C Published by Readers Digest

1	Skill Builder Level 4, Part 3 Published by Readers Digest	#7610-T72-2074C
1	Skill Builder Level 5, Part 1 Published by Readers Digest	#7610-T72-2075C
1	Skill Builder Level 5, Part 2 Published by Readers Digest	#7610-T72-2076C
1	Skill Builder Level 5, Part 3 Published by Readers Digest	#7610-T72-2077C
1	Skill Builder Level 6, Part 1 Published by Readers Digest	#7610-T72-2078C
1	Skill Builder Level 6, Part 2 Published by Readers Digest	#7610-T72-2079C
1	Skill Builder Level 6, Part 3 Published by Readers Digest	#7610-T72-2080C
1	Advanced Skill Builder, Book 1 Published by Readers Digest	#7610-T72-2081C
1	Advanced Skill Builder, Book 2 Published by Readers Digest	#7610-T72-2082C
1	Advanced Skill Builder, Book 3 Published by Readers Digest	#7610-T72-2083C
1	Advanced Skill Builder, Book 4 Published by Readers Digest	#7610-T72-2084C
1	English as a Second Language, Book 1 Published by Readers Digest	#7610-T72-2085C
1	English as a Second Language, Book 2 Published by Readers Digest	#7610-T72-2086C
1	English as a Second Language, Book 3 Published by Readers Digest	#7610-T72-2087C
1	English as a Second Language, Book 4 Published by Readers Digest	#7610-T72-2088C
1	English as a Second Language, Book 5 Published by Readers Digest	#7610-T72-2089C
1	English as a Second Language, Book 6 Published by Readers Digest	#7610-T72-2090C
1	Improve Your Reading, Part 1 Published by Readers Digest	#7610-T72-2091C

1	Improve Your Reading, Part 2 #7610-T72-2092C Published by Readers Digest	
1	Workers in the Sky #7610-T72-2093C, Readers Digest	
1	Send for Red #7610-T72-2094C, Readers Digest	
1	Second Chance #7610-T72-2095C, Readers Digest	
1	Mystery of the Mountain #7610-T72-2096C, Readers Digest	
1	Reading Attainment System, Level 1 #7610-T72-2150C Grolier Education Co.	
1	Reading Attainment System, Level 2 #7610-T72-2151C Grolier Education Co.	
1	Step Up Your Reading Power, Level 1 #7610-T72-2152C McGraw-Hill	
1	Step Up Your Reading Power, Level 2 #7610-T72-2153C McGraw-Hill	
1	Step Up Your Reading Power, Level 3 #7610-T72-2154C McGraw-Hill	
1	Step Up Your Reading Power, Level 4 #7610-T72-2155C McGraw-Hill	
1	Step Up Your Reading Power, Level 5 #7610-T72-2156C McGraw-Hill	
5	Step Up Your Reading Power Answer Key #7610-T72-2157C McGraw-Hill	
1	Graded Reading Selections, Level 1 #7610-T72-2158C SRA	
1	Graded Reading Selections, Level 2 #7610-T72-2159C SRA	
1	Graded Reading Selections, Level 3 #7610-T72-2160C SRA	
1	Graded Reading Selections, Level 4 #7610-T72-2161C SRA	
1	Graded Reading Selections, Level 5 #7610-T72-2162C SRA	
1	Graded Reading Selections, Level 6 #7610-T72-2163C SRA	

1	Graded Reading Selections, Level 7 #7610-T72-2164C SRA
1	Graded Reading Selections, Level 8 #7610-T72-2165C SRA
1	Dimensions in Reading - Answering Key #7610-T72-2166C SRA
1	Springboards, Level 1 #7610-T72-2177C, Portal Press
1	Springboards, Level 2 #7610-T72-2178C, Portal Press
1	Springboards, Level 3 #7610-T72-2179C, Portal Press
1	Springboards, Level 4 #7610-T72-2180C, Portal Press
1	Springboards, Level 5 #7610-T72-2181C, Portal Press
1	Springboards, Level 6 #7610-T72-2182C, Portal Press
1	Springboards, Level 7 #7610-T72-2183C, Portal Press
1	Springboards, Level 8 #7610-T72-2184C, Portal Press
1	Springboards, Level 9, #7610-T72-2185C, Portal Press
1	Springboards, Answer Key #7610-T72-2186C, Portal Press
5	Level Advancement Tests #7610-T72-2189C, Job Corp
2	Level Advancement Answer Keys #7610-T72-2190, Job Corp